

Spring 2002

## CE 635 Syllabus: Orientation to School Counseling

Colin Ward  
*Winona State University*

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Winona State University  
Counselor Education

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I.	<b>Course Prefix and Number</b>	CE 635
II.	<b>Course Title</b>	Orientation to School Counseling
III.	<b>Credit</b>	3 Credit Hours Thursdays, 5-9pm
IV.	<b>Course Description</b>	

Elements of a guidance counselor's work in a public school setting include (a) developing and implementing a comprehensive guidance and counseling program with emphasis on a balance of responsive services, systems support, individual planning, and guidance curriculum; (b) legal and ethical considerations; (c) class scheduling and placement; (d) research and follow-up; and (e) the curriculum development function. The purpose of this course, therefore, is to introduce prospective school guidance counselors to a model for planning, developing, implementing, and evaluating a comprehensive guidance and counseling program.

Furthermore, the instruction of this course is founded on the premise that learning is inclusive, contextual and most of all, meaningful. It presupposes that adult learners are resourceful, and attempts to provide an atmosphere for generating opportunities for the increased ownership of counselor-trainees professional growth. This course also encourages critical self-reflection in developing the conceptual complexity required in the art and practice of school counseling.

V. **Knowledge Base**

*Students will:*

- to provide knowledge of specific levels of school counseling and of the school counselor's role as an educational leader (Knowledge)
- to provide knowledge of how schools are organized and administered, and the philosophical foundations for education (Knowledge)
- to provide students with skills and resources useful in promoting, implementing, managing and evaluating a developmental guidance program (Skills, Practice, Professionalism)
- to introduce students to professional resources and organizations accessible through membership in associations, libraries and the Internet (Knowledge)
- to demonstrate awareness, skills and knowledge of multicultural counseling (Knowledge, Skills)
- to plan ways to incorporate an appreciation of cultural diversity, special populations, and gender differences into school settings (Knowledge, Skills, Practice)
- to understand the advocacy role when working with students from culturally diverse settings, special populations and students with special needs (Knowledge)
- to understand the school counselor's role in crisis intervention, suicide prevention and intervention, conflict and disciplinary resolution and mediation (Knowledge)

- to understand the need to collaborate and network with human service systems which affect students (Knowledge)
- to develop skills in writing grants (Knowledge, Skills)
- to understand ethical codes and consider ethical and legal issues which face school counselors (Knowledge)
- to develop an understanding of the links between curricula and activities at elementary, middle and high school levels which address academic/educational needs and post-secondary planning (Knowledge)

## VI. Methods:

- Students will review text readings and journal articles pertinent to school counseling.
- Students will participate with in-class experiential exercises, large and small group discussions, and didactic instruction with regard to the course objectives.
- Students will arrange a shadowing experience with a school counselor as well as three interviews with two professional school counselors and a school administrator. A reflection paper will be submitted following each experience.
- Within a Collaborative Learning Team, students will complete a group project-portfolio that will include:
  1. A *comprehensive developmental guidance plan* and a sample *guidance unit*. This will be presented to the class.
  2. A *Beyond Mediocrity Paper* that synthesizes the student's thinking about school guidance and counseling programs that outlines the need, purpose, and intent of school counseling services and personnel, as well as promoting the Academic Health
  3. A *Brochure* explaining your school counseling services to faculty and parents
  4. A *Role-play* (video tape) of a student staffing (M-team) that clearly demonstrates the complexity and process of effective coordination and leadership skills of
- Students will attend all classes.

## VII. Evaluation of Performance Tasks

In this course quality workmanship exhibits reflective processes, integrative problem solving, contextual relevance, professional leadership, presentational creativity, and peer collaboration. Although all of these evaluative benchmarks may not be present in every task, a combination or synthesis is encouraged throughout a student's progress in the course.

Furthermore, writing and research components will be evaluated on a 1 (poor quality) - 5 (high quality) scale, as follows:

- \_\_\_ Writing quality
- \_\_\_ Appropriate placement of headings
- \_\_\_ References cited/listed correctly
- \_\_\_ Reference material integrated appropriately
- \_\_\_ Integrity and consistency in addressing the purpose of the assignment

*Grading:*

90-100 =	A
80-89 =	B
70-79 =	C

A grade of incomplete will be given only under extraordinary circumstances, such as illness, death in the family, or change in job responsibilities.

## VIII. Description of the Performance Tasks

## Shadowing Experiences

(30%)

1. *School Observation*

Students will schedule a period of at least four (4) hours in which you can "shadow" a school counselor at the level you wish to work. Ideally, these 4 hours should be at one time, but you may separate them if necessary. Observe the school setting, the counseling facilities, functions which the counselor carries out. Write a 2 - 3 page paper outlining your experience and reaction to it as it relates to your future role as a school counseling professional.

2. *School Interviews*

Working in teams of two or three, students will schedule interviews with counselors and/or administrators at EACH of the school levels [a total of 3 interviews]. AT LEAST ONE OF THE PERSONS INTERVIEWED HAS TO BE AN ADMINISTRATOR. After the interviews, EACH STUDENT writes a 8 - 9 page paper which synthesizes the information obtained providing a meaningful link between his/her exposure in the school counseling to chapter readings, the school counseling literature, and application to his/her development of a professional framework for helping students, families, teachers and communities in a school counseling setting. Presented in APA format, paper may be organized as you wish.

Sample questions for the interviews (among others you may wish to ask):

- How is the school organized and administered?
- What is the philosophy of the school? [ Obtain a mission statement, if possible.]
- What is the philosophy of the school regarding the role of the counselor?
- How do faculty and parents perceive the role of the counselor?
- To what extent does the counselor provide the "essential program services" within the school (i.e. counseling, coordinating, and consultation)? What do these services look like in this school?
- How fully implemented is the "comprehensive developmental counseling program"?
- Does the counselor follow a local, state, or national model?
- How is the program evaluated? [Obtain copy of an evaluation instrument, if possible]

- What is the counselor-student ratio and how does it affect counselor responsibilities?
- How is the counselor evaluated? [Obtain a copy of the document, if possible.]
- What are the major supports for a “comprehensive program” and the major barriers to implementing such a program? What are their suggestions for overcoming the barriers?

A Group Project-Portfolio	(50%)
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Students will compile a portfolio of information, materials, forms, and resources throughout the semester. The completed portfolio will be a document that group members can use in their internship and career. The portfolio should be organized using specific topics required by the teacher, with the addition of other topics that students wish to include. In addition to class notes, handouts, forms, assessment etc. the following FOUR components need to be developed and included in the Group Portfolio:

1. *A Comprehensive Developmental Guidance Plan and Guidance unit.*

The class will be divided in planning groups for the purpose of developing a comprehensive K-12 needs assessment and guidance plan. Early in the term, teams will need to determine the role individuals will assume on the committee throughout the course. Each group will identify a guidance director (who will facilitate your team’s work) and will select a scribe who will compile the information from the team, keep minutes, and help provide any written or visual assistance (i.e. recording brainstorming ideas). These roles may be shared in turn with other team members. The Comprehensive Guidance Plan and Guidance unit will include:

- A written Developmental Guidance Plan will be submitted and presented at or near the end of the term. It must minimally include these elements:
  - a) *Title page* and committee representatives
  - b) *Mission Statement*
  - c) *Description and discussion of how program needs* were identified.
    - Data and/or synopsis of finding from the needs assessment is normally included here
  - d) *Determination of student outcomes*
  - e) *Framework of a Model* that is a comprehensive guidance and counseling program that:
    - Integrates the coordinating, counseling, and consulting services provided by the school counselor as well as the roles/activities on how the academic health of all students will be enhanced (i.e. individual planning, responsive services, system support.
    - Addresses the multicultural and diversity issues presented by students, staff, and families in the school and community
  - f) *Sample lessons* (minimum of five)
  - g) *Time lines*

- h) *Program Evaluation* processes and Research
- i) *Budget*
- j) *Team minutes*

- A Guidance/Curriculum unit based on a cluster of competencies described in the Wisconsin and/or Minnesota Developmental Guidance Model text. In not more than 30 minutes, present a particular element of this curriculum to the class using a least one of the activities in the curriculum to involve the class members in the learning experience. The curriculum presented should be as original as possible and be useful to their future roles as school counseling professionals. A brief abstract of your unit will be prepared to share with the class. This should also include a *Resource Container* of files, forms, and materials to use for potential use in various school settings as well as continued professional development and work that will assist in preparation for a school practicum and internship experience.

## 2. *Beyond Mediocrity Paper*

- Students will submit a paper that synthesizes their thinking about school guidance and counseling. Presented in APA format, the paper needs to include the following headings, after the obligatory introduction:
  - a) **The Profession's Worth**— Why do counselors play such an important role in today's schools?
  - b) **Competence**— What are the 10 most significant competencies you must possess to be an excellent school counselor?
  - c) **Image**— What contributes most to the image of individual school counselors?
  - d) **Professional Involvement**— Discuss the importance of being professionally involved as a school counselor. What implications do your arguments have for your personal and professional actions?
  - e) **Excellence**— Many guidance and counseling programs see minimum standards as maximum standards. You wouldn't want counselors serving your own children to possess such an attitude toward their jobs would you? What can your school guidance and counseling program do to demonstrate that mediocrity is not the norm for its guidance program? What does an excellent guidance program do that makes other guidance programs envious?
  - f) **Summary**— What have you learned about yourself and/or school guidance programs as you have explored this topic?
- You may want to include graphs, resources, and other materials as you write and reflect on this paper. Quality will be evaluated on the substance of your ideas and arguments, the development of those ideas and arguments as supported by the text and the school counseling literature, and the technical quality of the paper (adherence to APA guidelines).

3. *A Public Relations Brochure*

- Prepare a fold-up brochure that would be suitable to hand to parents and faculty to inform them about the counseling program for the grade level you intend to work. Make copies, so that each class member and the teacher may have one. **BE CREATIVE!**

4. *Role Play Tape of an Academic Staffing*

- A Role-play (video tape) of a student staffing (M-team) that clearly demonstrates the complexity and process of effective coordination and leadership skills to effectively meet the emotional, behavioral, and academic needs of students. Develop a student case study relevant to the school setting (high/middle/elementary). The role-play needs to include pertinent personnel (school counselor, parent, special education teacher, etc.) and demonstrate an understanding of the process, issues, legal and ethical considerations associated with effective case planning and management within a school setting.

<b>Participation and Attendance</b>	<b>(20%)</b>
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## IX. Course Outline

SESSION/DATE	FOCUS	READINGS	BENCHMARKS
1. January 20 <sup>th</sup>	<b>Foundations of School Counseling</b> <input type="checkbox"/> History of Guidance Programs <input type="checkbox"/> Goals and Objectives of Guidance  <b>Professional and National Standards</b>	Schmidt; 1, 3  Dykeman; 4, 20	
2. February 3 <sup>rd</sup>	<b>Comprehensive School Counseling Programs</b>  <b>Models of School Guidance</b>	Schmidt; 2, 5  Dykeman; 1-3	
3. February 5 <sup>th</sup> [Saturday]	<b>School Counseling Roles</b> <input type="checkbox"/> Individual Counseling <input type="checkbox"/> Group Counseling <input type="checkbox"/> Guidance and Coordination <input type="checkbox"/> Consultation	Schmidt; 4, 6  Dykeman; 11-12, 14-19	<i>School Observation Reaction Due</i>
February 17 <sup>th</sup>	<b>School Counseling and the Law</b>	Schmidt; 11	

	School Organization and Administration	Dykeman; 5, 8, 22	
5. March 2 <sup>nd</sup>	Public Relations and Leadership  [Open]	Schmidt; 7  Dykeman; 6, 23	<i>Team Synthesis of School Interviews Due</i>
6. March 30 <sup>th</sup>	Family Services and School Counseling <ul style="list-style-type: none"> <li>• Systemic Perspective</li> <li>• Solution Focused</li> <li>• Home-based Services (parents)</li> </ul>	Dykeman; 15, 17  Sklare; 1-6	<i>Team Beyond Mediocrity Paper Due</i>
7. April 13 <sup>th</sup>	Career Development and Planning Shift with Mary Fawcett	Schmidt; 8-9  Dykeman; 11-12	<i>Team Guidance Brochure Due</i>
8. April 27 <sup>th</sup>	Program Development and Evaluation	Schmidt; 10  Dykeman; 9	<i>Team Academic Staffing Role-play Due</i>
9. May 11 <sup>th</sup>	[Open]		
10. May 13 <sup>th</sup>	Presentations of Team Guidance Plan and Unit		<i>Group Portfolio Due</i>

## X. Instructor:

Colin Ward, Ph.D.

Phone 1-800-chatwsu x5339 or (507) 457-5339

Email: [cward@vax2.winona.msus.edu](mailto:cward@vax2.winona.msus.edu)

## XI. Texts

*Required:*Schmidt, J. J. (1999). Counseling in the Schools. (3rd ed.). Boston: Allyn & BaconSchutt, D. A., Brittingham, K. V., & Perrone, P. A. (1997). The Wisconsin developmental guidance model: A resource and planning guide. Madison, WI, Wisconsin Department of Public Instruction



Sklare, G. B. (Ed.). (1997). Brief Counseling that Works: A Solution-Focused Approach for School Counselors. Thousand Oaks, CA: Corwin Press

Dykeman, C. (Ed.). (1998). Maximizing School Guidance Program Effectiveness. Greensboro: ERIC/CASS.....1-56109-083-2

*Recommended:*

Lee, C. C. (1995). Counseling for diversity: A guide for school counselors and related professionals. Needham Heights, Massachusetts: Allyn & Bacon.

**XII Additional Text Recourses**

Gysbers, N. C., & Henderson, P. (1994). Developing and managing our school guidance program. Alexandria, VA, American Counseling Association.

Myrick, R. D. (1997). Developmental guidance and counseling: A practical approach. Minneapolis, Educational Media Corporation.

Metcalf, L. (1995). Counseling toward solutions. Englewood Cliffs, New Jersey: The Center for Applied Research in Education.

Minnesota School Counselors' Model of Developmental Guidance and Counseling. (1993). Minneapolis: MSCA. Available in class.

National Standards for School Counseling. (1997). Alexandria, VA: ASCA.

**XIII**

The list below is by no means comprehensive. Many excellent articles are found in professional counseling journals, which are benefits of becoming an ASCA member. See latest editions of Professional School Counseling, volumes 1 and 2, which began publication in 1997.

Bauwens, J., & Hourcade, J. J. (1992). School-based sources of stress among elementary and secondary at-risk students. The School Counselor, 40, 97-102.

Blum, D. J. (1992). We are the world: a guidance unit for grades 4 through 6. Elementary School Guidance & Counseling, 26, 321- 325.

Brown, D. (1996). Counseling the victims of violence who develop posttraumatic stress disorder. Elementary School Guidance & Counseling, 30, 218-227. [Provides group counseling outline.]

Bullock, J. R. (1992). Children without friends. Childhood Education, , 92-95.

Carruthers, W. L., Carruthers, B. J., Day-Vines, N., Bostick, D., & Watson, D. (1996). Conflict resolution as curriculum: A definition, description, and process for integration in core curricula. The School Counselor, 43, 345-373.

Christiansen, J. (1997). Helping teachers meet the needs of students at risk for school failure. Elementary School Guidance & Counseling, 31, 204-210.

Colbert, R. D. (1991). Untapped resource: African American parental perceptions. Elementary School Guidance & Counseling, 26, 96-105.

Costa, L., & Holliday, D. (1994). Helping children cope with the death of a parent. Elementary School Guidance & Counseling, 28, 206-213.

Coy, D. (1991). The role of the counselor in today's school. NAASP Bulletin, 29, 15-19.

Edwards, D. (1995). The school counselor's role in helping teachers and students belong. Elementary School Guidance & Counseling, 29, 191-197.

Erdman, P., & Lampe, R. (1996). Adapting basic skills to counsel children. Journal of Counseling & Development, 74, 374-377.

Freeman, S.M. (1989). From peer pressure to peer support: Alcohol/drug prevention through group process. Minneapolis: Johnson Institutes.

Gerler, E. R., Hogan, C. C., & O'Rourke, K. (1990). The challenge of counseling in middle schools. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse.

Glasser, W. (1992). The quality school. (2nd ed.). New York: HarperCollins.

Goldstein, A. P., Sprafkin, R. P., Gershaw, N. J., & Klein, P. (1994). Skillstreaming the adolescent: A structured learning approach to teaching prosocial skills. Champaign, IL: Research.

Greer, R. M., & Richardson, M. D. (1992). Restructuring the guidance delivery system: Implications for high school counselors. The School Counselor, 40, 93-96.

Hawes, D. J. (1996). Who knows who best: A program to stimulate parent-teen interaction. The School Counselor, 44, 115-121.

Hayes, S. A. (1996). Cross-cultural learning in elementary guidance activities. Elementary School Guidance & Counseling, 30, 264-273.

Hitchner, K. W. (1987). A survival guide for the secondary school counselor. West Nyack, NY: The Center for Applied Research in Education, Inc.

Hoffman, L. R., & McDaniels, C. (1991). Career development in the elementary schools: A perspective for the 1990s. Elementary School Guidance & Counseling, 25, 163-171.

Huey, W. C. (1992) The revised 1992 ethical standards for school counselors. The School Counselor, 40, 89-92.

Johnson, L. S. (1995). Enhancing multicultural relations: Intervention strategies for the school counselor. The School Counselor, 43, 103-113.

Kandt, V. E. (1994). Adolescent bereavement: Turning a fragile time into acceptance and peace. The School Counselor, 41, 203-211. [Describes grief support group in detail.]

Kaplan, L. (1996). Outrageous or legitimate concerns: What some parents are saying about school counseling. The School Counselor, 43, 165-170.

Landreth, G. L. (1993). Child-centered play therapy. Elementary School Guidance & Counseling, 28, 17-29.

Lehmanowsky, M. B. (1991). Using counselor skills to effectively serve students. The School Counselor, 38, 385-392.

Matthay, E. R. (1988). A study of school counselor evaluation procedures. The School Counselor, 35, 383-393.

McClure, B. A., Miller, G. A., & Russo, T. J. (1992). Conflict within a children's group: Suggestions for facilitating its expression and resolution strategies. The School Counselor, 39, 268-272.

McCullough, L. (1994, February). Challenges to guidance programs: How to prevent and handle them. Guidepost, 36(8), 1, 12.

McCullough, L. (1993, December). Guidance programs, outcome-based education face tough challenges. Guidepost 36(6), 1, 12.

McCullough, L. (1994, January). Do some school guidance programs contradict family and religious values? Guidepost 36(7), 1, 12.

McGowan, S. (1993, November). Many school counseling programs cut when finances run low. Guidepost 36(5), 1, 8.

Morganett, R. S. (1990). Skills for living: Group counseling activities for young adolescents. Champaign, IL: Research Press.

Morganett, R.S. (1993). Skills for living: Group counseling activities for elementary students. Champaign, IL: Research Press.

National Board for Certified Counselors. (1996). Code of ethics. Alexandria, VA: Author.

Olson, M. J., & Perrone, P. A. (1991). Changing to a developmental guidance program. The School Counselor, 39, 41-46.

Paisley, P. O., & Borders, L. D. (1994). School counseling: An evolving specialty. Journal of Counseling & Development, 74, 150-153.

Paisley, P. O., & Hubbard, G. T. (1994). Developmental school counseling programs: From theory to practice. Alexandria, VA: American Counseling Assn.

Paisley, P. O., & Peace, S. D. (Eds.). (1995). Developmental issues [Special issue]. Elementary School Guidance & Counseling, 30(2).

Peeks, B. (1992). Protection and social context: Understanding a child's problem behavior. Elementary School Guidance & Counseling, 26, 295-304.

Phillips, T. H., & Phillips, P. (1992). Structured groups for high school students: A case study of one district's program. The School Counselor, 39, 390-393.

Phillips-Hershey, E., & Kanagy, B. (1996). Teaching students to manage personal anger constructively. Elementary School Guidance & Counseling, 30, 229-234. [Gives ideas for classroom guidance programs and small group counseling at middle and high school levels.]

Ramsey, M. (1994). Student depression: General treatment dynamics and symptom specific interventions. The School Counselor, 41, 256-262.

Roberts, W. B., Jr., & Coursol, D. H. (1996). Strategies for intervention with childhood and adolescent victims of bullying, teasing, and intimidation in school settings. Elementary School Guidance & Counseling, 30, 204-212.

Roberts, W. B., Coursol, D. H., & Morrotti, A. A. (1997). Chief school administrator perceptions of professional school counselors on measures of employability in Minnesota. The School Counselor, 44, 280-287.

Romano, J. L. (1997). Stress and coping: A qualitative study of 4<sup>th</sup> and 5<sup>th</sup> graders. Elementary School Guidance & Counseling, 4, 273-282.

Schmidt, J. J. (1991). A survival guide for the elementary/ middle school counselor. West Nyack, NY: The Center for Applied Research in Education, Inc.

Shields, J. D., & Green, R. J. (1996). "POETICS": A systems approach to solving behavior problems in the classroom. Elementary School Guidance & Counseling, 30, 181-193. [Provides a consultant's model for conceptualizing contributions to behavior.]

Shulman, H. A. (1996). Using developmental principles in violence prevention. Elementary School Guidance & Counseling, 30, 170-180.

Sprinthall, N. A., Hall, J. S., & Gerler, E. R. (1992). Peer counseling for middle school students experiencing family divorce: A deliberate psychological education model. Elementary School Guidance & Counseling, 26, 279-294.

Studer, J. (1996). Understanding and preventing aggressive responses in youth. Elementary School Counseling & Guidance, 30, 194-203. [Provides example of "Annoyance Journal".]

VanZandt, C. E., & Anderson, P. J. (1992). Making the most of professional conferences: Beyond sweaty palms and boring meetings. The School Counselor, 39, 263-267.

VanZandt, C. E., & Hayslip, J. B. (1994). Your comprehensive school guidance and counseling program. New York: Longman.

Wiggins, J. D., & Wiggins, M. M. (1992). Elementary students' self-esteem and behavioral ratings related to counselor time-task emphases. The School Counselor, 39, 377-381.

Wilkinson, C. M. (1988). "Where does the time go?" A personal perspective. The School Counselor, 35, 370-376.

Wilkinson, C. M. (1990). Techniques for overcoming test anxiety. Elementary Guidance & Counseling Journal, 24, 234-237.

Wilkinson, C. M. (1991). What happens when they graduate? Follow-up survey of a senior class. The School Counselor, 38, 307-311.

Wilkinson, C. M. (Spring 1994). Reflecting on experience: A support group for beginning educators. The Delta Kappa Gamma Bulletin, 60(3), 41-45.

Wilkinson, C. M. (1997, January). Influencing the future: School counselors as educational leaders. ASCA Newsletter, 34.

Wilkinson-Speitz, C. M., & Forsythe, E. (1998). What a school administrator needs to know about how school counselors can support teachers. In C. Dykeman, (Ed.). Maximizing school guidance program effectiveness: A guide for school administrators and program directors. ERIC/CASS: American Counseling Association.

Wilson, J., & Blocher, L. (1990). The counselor's role in assisting children of alcoholics. Elementary School Guidance & Counseling, 25, 98-106.

Wolin, S., & Wolin, S. (1993). *The resilient self: How survivors of troubled families rise above adversity*. New York: Villard.

Wren, R. L. (1994). A death at school: Issues and intervention. Counseling and Human Development, 26(7), 1-6.

This course applies to BOT School Counseling Licensure Standards for September 1, 2001:

- A. The school counselor understands the central concepts, tools of inquiry, and structures of professional school counseling and creates learning experiences that make education meaningful for students: To do this, the school counselor must understand:
- Indicators:
3. Comprehensive professional school counseling and guidance program development, implementation, management, and evaluation
  4. role and function in the total organizational, curricular, and academic structure of the school
  5. the organizational structure and changing needs of the school
  6. the need for ability to demonstrate effective communication and human relations skills
  9. social and cultural pluralism and diversity
  13. academic curricular requirements of students in their respective school career and academic postsecondary requirements and expectations
- the special learning challenges facing students including collaboration with special education teams
- the need for student advocacy including crisis intervention, suicide prevention and intervention, violence prevention, conflict and disciplinary resolution and mediation and how to mediate conflict and intervene effectively in conflict management and disciplinary prevention/intervention situations
- the integration of services model and coordination with related human services and
- how to effectively collaborate with human service networks
- B. The school counselor understands how children, youth, and adults learn and develop, and provides learning opportunities that support their intellectual, social, and personal development. To do this, the school counselor must understand:
- Indicators:
3. Developmental, cognitive, and affective influences on learning and diverse learning styles as it relates to the comprehensive school counseling and guidance program.
- C. The school counselor understands how students differ in their approaches to counseling and guidance and creates instructional and counseling opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities. To do this, the school counselor must understand:

- Indicators: 1. The application of multicultural counseling techniques  
 2. counseling approaches to students with special learning needs and areas of exceptionality  
 3. counseling approaches related to gender.

D. The school counselor understands and uses a variety of instructional and counseling strategies to encourage student development of critical thinking, problem-solving, and performance skills. To do this, the school counselor must understand:

- Indicators: 1. The implementation of learning strategies underlying classroom guidance instruction  
 2. the implementation of learning strategies underlying the provision of mental health curriculum  
 3. the associative links between instruction, behavior, and learning  
 4. the associative links between counseling, classroom guidance, and learning  
 5. the transfer of effective decision-making skills to life-long learning, academic, and career choices.  
 6. Contemporary guidance and counseling and mental health curriculum, programs, and instructional materials.

E. The school counselor applies the understanding of individual and group motivation and behavior to create a counseling and learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. To do this, the school counselor must understand:

- Indicators: 1. Interpersonal dynamics in individual and group counseling settings.  
 2. classroom guidance dynamics  
 3. motivational and learning characteristics of classroom guidance and mental health curricula  
 4. the application of counseling, human development, and career theories to classroom settings.

F. The school counselor uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. To do this, the school counselor must understand:

- Indicators: 1. theoretical approaches and applications of appropriate counseling communication skills in the individual, group, and classroom settings.  
 2. diverse counseling communication styles related to culture and gender

G. The school counselor plans and manages counseling and guidance instruction based upon knowledge of subject matter, students, the community, and guidance curriculum goals. To do this, the school counselor must understand:

- Indicators: 1. Curricular components of the comprehensive counseling and guidance program in the school setting.  
 2. the link between school-to-community educational opportunities  
 3. linkage between academic, career, and postsecondary planning and instruction