



## **Specific Objectives of the Community Counseling and School Counseling Programs**

## **Program Objectives**

### **OSU Community Counseling Program**

The following objectives have been designed to meet the goals of the community counseling program within the framework of the CACREP standards. These objectives reflect the goals of the institution and the counseling profession.

#### **1. Human Growth and Development**

To better serve their clients, counselors need to understand affective, cognitive, behavioral, physical, moral and spiritual issues of human growth and development.

It is necessary for counselors to...

(1.1) have broad knowledge of the nature and needs of individuals at all developmental levels.

TCE 531

(1.2) understand the interface between developmental processes and mental health issues that are found within community settings (e.g., the special needs of children, adolescents, adults, and families).

TCE 515, TCE 531, TCE 575, TCE 552

(1.3) be able to refer mental health clients to appropriate community resources that address clients' developmental needs.

TCE 514, TCE 515, TCE 544

(1.4) maintain current knowledge of developmental research through professional literature and workshops in order to provide clients with appropriate information and services.

TCE 515, TCE 531, TCE 544

(1.5) have an understanding of typical and atypical patterns of behavior, personality, motivation, and learning.

TCE 531, TCE 552

(1.6) have an awareness of various theories of personality, motivation, and learning presented in literature and training.

TCE 531, TCE 567

(1.7) apply theory and research-based knowledge to the treatment of clients in community settings.

TCE 514, TCE 515, TCE 575

(1.8) develop techniques from underlying theoretical assumptions and/or research findings that address various client issues or conditions.

TCE 551, TCE 552

## **2. Social and Cultural Foundations**

We live in a multicultural society which is experiencing rapid technological and social changes. In order to be advocates for their clients, counselors must be aware of the influence of these social and cultural phenomena.

It is necessary for counselors to...

(2.1) have knowledge of changing patterns of society.

TCE 532, TCE 568

(2.2) recognize the implication of changing gender roles on clients in community settings.

TCE 532, TCE 568, TCE 575, TCE 591

(2.3) recognize the impact of socioeconomic trends on clients in community setting.

TCE 532, TCE 551, TCE 568

(2.4) recognize the impact of differing lifestyles on individuals and families, and develop therapeutic techniques respecting the differences.

TCE 532, TCE 551, TCE 552, TCE 568, TCE 575

(2.5) develop an awareness of and response to social issues, such as sexism, racism, ageism, sizeism, sexual orientation, and various disabilities.

TCE 532, TCE 581, TCE 591

(2.6) respond to injustices in schools, the community, and society at large.

TCE 515, TCE 532, TCE 575,

(2.7) have a working knowledge of different ethnic and cultural groups.

TCE 532, TCE 581

(2.8) have an awareness of how to involve under-represented client populations in available services.

TCE 514, TCE 515, TCE 581

(2.9) apply therapeutic approaches that are sensitive to cultural and ethnic differences.

TCE 514, TCE 515, TCE 551, TCE 552, TCE 581

(2.10) be aware of the conflicting roles inherent among societal subgroups  
TCE 532, TCE 581

(2.11) be knowledgeable of culturally sensitive and appropriate methods for conflict resolution.  
TCE 532, TCE 581

(2.12) identify contemporary social, cultural, political and legal factors that are changing the counseling profession.  
TCE 532, TCE 551, TCE 547

(2.13) challenge dogma and practices that oppress individuals, families, and groups.  
TCE 514, TCE 515, TCE 575

(2.14) develop and implement social action plans.  
TCE 532

(2.15) assist communities in honoring diversity and promoting democratic values and practices.  
TCE 515, TCE 532

(2.16) develop and utilize proactive thinking and embrace a positive social vision that leads to program transformation and policy development in agencies, schools, and communities.  
TCE 515, TCE 532

### **3. The Helping Relationship**

Interpersonal relationships are fundamental to all counseling. Examining the nature of the helping relationship is a basic dimension of counselor education.

It is necessary for counselors to...

(3.1) examine the philosophical and historical foundations of the helping relationship.  
TCE 541, TCE 551

(3.2) increase understanding of personal values and attitudes and their effects on both clients and themselves.  
TCE 541

(3.3) have competence in the use of the basic facilitative skills of counseling.  
TCE 514, TCE 551

(3.4) understand the use of different strategies for clients with special needs, including, but not limited to, clients with learning problems, clients from under-represented groups, and clients who are physically challenged.

TCE 514, TCE 515, TCE 551, TCE 552, TCE 581, TCE 598

(3.5) develop and use a theoretically sound process of counseling that is appropriate for clients and settings, and which is also consistent with the counselor's view of human nature.

TCE 514, TCE 515, TCE 541, TCE 551, TCE 552,

(3.6) be knowledgeable of counseling and psychotherapeutic theories, techniques, and diagnostic criteria and their applications in treatment planning and delivery in community settings

TCE 551, TCE 553, TCE 577

#### **4. Group Theory and Application**

Effective counselors find group counseling approaches to be invaluable in serving the needs of their clients. Group skills are rapidly increasing in importance as counselors' client loads become greater.

It is necessary for counselors to...

(4.1) have an understanding of the various kinds of groups and the purposes, processes and stages common to each.

TCE 571

(4.2) be cognizant of the community's needs and how they can be met through the utilization of group strategies.

TCE 571

(4.3) be aware of the developmental stages through which all groups must pass if they are to become more functional.

TCE 571

(4.4) be able to critically analyze the function of groups from theoretical and practical perspectives.

TCE 571

(4.5) select appropriate mental health issues for group counseling.

TCE 515, TCE 553, TCE 571

(4.6) understand the process and practice of screening potential participants for placement in therapeutic group activities.

TCE 515, TCE 571

(4.7) be able to function both interpersonally and intrapersonally within a group.

TCE 571

(4.8) understand characteristics of group interaction and leader roles.

TCE 571

(4.9) identify personal strengths, weaknesses, values, and biases that can affect others.

TCE 571

(4.10) be knowledgeable and skillful in the role of leader and facilitator.

TCE 515, TCE 571

(4.11) be skillful in the application of a variety of group treatment modalities to meet the needs of various populations (e.g. people with alcohol concerns, developmental disabilities, eating disorders, and histories of sexual abuse).

TCE 514, TCE 515, TCE 571, TCE 577

(4.12) be aware of specific legal and ethical problems and considerations unique to group counseling.

TCE 514, TCE 515, TCE 571

## **5. Lifestyle and Career Development**

People are continually faced with decisions regarding themselves, their lifestyle, and their careers. Counselors must possess the necessary skills and knowledge to help these people understand and meet their changing needs.

A counselor must...

(5.1) have a broad understanding of the relationship between career changes and mental health in the adult.

TCE 568

(5.2) have knowledge of theoretical approaches to lifestyle and career counseling and guidance.

TCE 568

(5.3) have a working knowledge of methods and materials available for career counseling and career assessment, e.g., labor market information, databases.  
TCE 568

(5.4) develop and use a theoretically sound process of career counseling that is appropriate for clients in community settings and that is consistent with the counselors' view of human nature.  
TCE 515, TCE 568

## **6. Appraisal of the Individual**

Counselors must have at their disposal a variety of formal and informal assessment procedures to provide useful information for themselves and their clients.

It is necessary for counselors to...

(6.1) have a functional knowledge of basic psychometric techniques pertinent to community settings.  
TCE 567

(6.2) be familiar with the selection and use of a variety of individual and group tests required for assessment.  
TCE 567

(6.3) have knowledge of theoretical considerations in testing.  
TCE 567

(6.4) engage in ethical practices in the use of tests and test information.  
TCE 515, TCE 567

(6.5) utilize informal and structured assessment procedures, e.g. mental status examinations, to assess client functioning.  
TCE 514, TCE 515, TCE 567

(6.6) integrate data from a variety of sources into meaningful case summaries and interpret results to appropriate audiences.  
TCE 514, TCE 515, TCE 567

(6.8) have a basic knowledge of current DSM diagnostic schema.  
TCE 577

(6.9) recognize and understand drug, alcohol and substance abuse and dependence.  
TCE 533

(6.10) know when referrals are appropriate.  
TCE 514, TCE 515, TCE 567

(6.11) develop appropriate treatment plans that contain measurable behavioral goals and realistic timelines.  
TCE 514, TCE 515, TCE 547, TCE 567

## **7. Research and Evaluation**

Counselors are called upon to make skillful use of empirically based data. They must be able to conduct research, as well as integrate the research findings of others. Furthermore, they must be able to use this knowledge to develop research and funding proposals, develop programs, and conduct a variety of different types of evaluations.

Counselors must...

(7.1) be able to obtain literature reviews on topics important to their job performance (e.g., computer-based searches).  
TCE 531, TCE 552, TCE562

(7.1) understand and utilize the scientific method in conducting research.  
TCE562

(7.1) understand and use basic descriptive and inferential statistics.  
TCE562

(7.4) be able to prepare research or funding proposals.  
TCE 562

(7.1) be able to ascertain the needs of the community through use of appropriate assessment instruments and other techniques.  
TCE 562

(7.6) be able to design, implement, and evaluate programs.  
TCE 562

(7.7) be able to understand and evaluate qualitative and quantitative research designs.  
TCE 562

(7.8) understand basic parametric and non parametric design approaches to research.  
TCE 567

(7.9) be able to utilize computers for data management and analysis.  
TCE 567

(7.10) uses electronic media and tools legally and ethically.  
TCE 541

(7.11) understand and practice ethical and legal behavior in the conduct of research.  
TCE 541, TCE562

## **8. Professional Orientation**

Counselors not only need to be concerned with the welfare of their clients but also with themselves and their colleagues as members of a human service profession.

To discharge this duty it is necessary for counselors to...

(8. 1) be involved in professional organizations and activities.  
TCE 541

(8.2) understand the professional ethical code, federal and state statutes and engage in practices that are both ethically and legally sound.  
TCE 514, TCE 515, TCE 541

(8.3) actively promote a public awareness of professional counseling through a variety of means.  
TCE 547

(8.4) further professional development through continuing education.  
TCE 541

(8.5) recognize personal and professional limitations and utilize referral to maximize client benefit while minimizing counselor burnout and stress.  
TCE 514, TCE 515

(8.6) be aware of the licensing and credentialing requirements and options available to counseling professionals.

TCE 541

## **9. Supervised Counseling Experiences**

The OSU Counselor Education Program places heavy emphasis on closely supervised practica and internship experiences. These are essential for the trainees' development, and provide faculty an opportunity to supervise and assess the

trainee's competence and appropriateness as a prospective human service professional.

The objectives for the students are to...

(9.1) engage in a critical self-evaluation of counseling skills.  
TCE 514, TCE 515

(9.2) possess a repertoire of skills and techniques appropriate for diverse clients, problems, or areas of concern.  
TCE 514, TCE 515

(9.3) communicate professionally relevant information through client records, case discussion and staffing, reports and case presentations.  
TCE 514, TCE 515

(9.4) consult effectively with others on matters of shared concern.  
TCE 514, TCE 515

(9.5) demonstrate the useful integration of broad-based knowledge, skills, and self-understanding in the professional practice of counseling.  
TCE 514, TCE 515

## **10. Environmental and Specialized Studies/Community**

Counselors in community settings need to understand the client population, the environment, and the organizational system and its relationship to the population and community that it serves.

It is necessary for counselors to...

(10.1) be aware of their roles as leaders and change agents.  
TCE 598

(10.2) achieve greater sensitivity to human needs and relationships among the clientele served.  
TCE 514, TCE 515

(10.3) understand the rationale, components and strategies necessary to organize and implement services delivery programs.  
TCE 598

(10.4) understand special aspects of program planning such as: staffing, needs assessment, budgeting, delivery systems, record keeping, evaluation and consultation.

TCE 547

(10.5) develop an awareness of personal management style.

TCE 547

(10.6) understand the need for counselors' continuing education relevant to the population served.

TCE 547

(10.7) have knowledge of available community resources and their applicability to the client population.

TCE 514, TCE 515, TCE 547

## **Program Objectives**

### **OSU School Counseling Program**

The following objectives have been designed to meet the goals of the school counseling program within the framework of CACREP common core requirements. These objectives reflect the goals of the institution and the counseling profession. Furthermore, they meet accreditation standards of CACREP, NCATE and TSPC.

#### **1. Human Growth and Development**

To better serve their clients, counselors need to understand dimensions of human growth and development as they relate to both counselors and clients. This understanding needs to include a broad-based perspective of human development and include affective, cognitive, behavioral, physical, spiritual, and moral considerations.

It is necessary for counselors to...

(1.1) have broad knowledge of the nature and needs of individuals at all developmental levels, as well as specific knowledge of the client populations which the counselors serve.

TCE 512, TCE 531

(1.2) be knowledgeable of developmental counseling and guidance strategies and materials and be able to disseminate them appropriately to students, school staff, and parents.

TCE 515, TCE 511, TCE 531, TCE 546, TCE 598

(1.3) be able to develop school guidance programs and processes appropriate for varying ages and developmental levels.

TCE 511, TCE 546

(1.4) network with community resources to serve diverse student needs.

TCE 548, TCE 598

(1.5) have an understanding of typical and atypical patterns of behavior, personality, motivation, and learning.

TCE 512, TCE 531, TCE 552,

(1.6) be aware of various theories of multiple intelligence and learning styles; apply this knowledge to the classroom and in counseling and guidance settings.

TCE 511, TCE 512, TCE 531, TCE 567, TCE 546

(1.7) have knowledge of normal developmental patterns as they relate to family systems and family interaction.

TCE 511, TCE 575

(1.8) have a working knowledge of formal and informal personality and behavior assessment methods appropriate to and used in school settings.

TCE 567, TCE 546

(1.9) utilize available resources to assist the process of referral.

TCE 515, TCE 541

(1.10) apply knowledge of developmental theory and research to all aspects of human services.

TCE 514 , TCE 515

## **2. Social and Cultural Foundations**

We live in a multicultural society that is experiencing rapid technological and social changes. In order to be advocates for their clients, counselors must be aware of the influence of these social and cultural phenomena.

It is necessary for counselors to...

(2.1) have knowledge of changing patterns of society and the effects on individuals.

TCE 532, TCE 581

(2.2) be knowledgeable of, and responsive to the changes in the demographics of the local community and society as a whole.

TCE 532, TCE 544, TCE 568

(2.3) recognize the implications of social and economic trends pertinent to the school population.

TCE 532, TCE 568

(2.4) develop an awareness and appreciation of different lifestyles as they occur within the school population.

TCE 552, TCE 581, TCE 591

(2.5) respond to injustices in schools, the community, and society at large by making appropriate referrals or implementing proactive, preventative, or remedial programs or educational efforts.

TCE 515, TCE 532, Portfolio

(2.6) have a working knowledge of different ethnic and cultural groups.

TCE 512, TCE 532, TCE 552, TCE 581

(2.7) involve under-represented client populations in available services.  
TCE 515, TCE 581

(2.8) help teachers, parents, and students assist culturally and ethnically different students have positive school experiences.  
TCE 515, TCE 581

(2.9) be knowledgeable of resources and materials relating to multicultural counseling and guidance approaches in the school setting.  
TCE 515, TCE 551, TCE 581

(2.10) be aware of differing roles in societal subgroups.  
TCE 532, TCE 581

(2.11) utilize methods for conflict resolution and/or conflict management that are culturally appropriate and sensitive.  
TCE 515

(2.12) identify contemporary social, cultural, and political factors that are changing the counseling profession.  
TCE 532, TCE 551, TCE 546

(2.13) challenge dogma and practices that oppress individuals, families, and groups.  
TCE 514, TCE 515

(2.14) develop and implement social action plans.  
TCE 515, TCE 532

(2.15) assist communities in honoring diversity and promoting democratic values and practices.  
TCE 515, TCE 532

(2.16) develop and utilize proactive thinking and social vision in program transformation and policy development for agencies, schools, and communities.  
TCE 515, TCE 532

### **3. The Helping Relationship**

Interpersonal relationships are fundamental to all counseling. Examining the nature of the helping relationship is a basic dimension of counselor education.

It is necessary for counselors to...

(3.1) examine the philosophical and historical foundations of the helping relationship.  
TCE 541, TCE 551

(3.2) increase understanding of personal values and attitudes and their effects on clients and themselves.  
TCE 541

(3.3) have competence in the use of the basic facilitative skills of counseling.  
TCE 514, TCE 551

(3.4) explore and use appropriate counseling approaches including those developed specifically for children and youth.  
TCE 514, TCE 515, TCE 512, TCE 551, TCE 552, TCE 581

(3.5) through appropriate counseling and guidance practices promote students' self esteem and mental health to assure high levels of personal and academic achievement.  
TCE 515, TCE 551

(3.6) use effective conflict resolution strategies.  
TCE 514, TCE 551, TCE 598

(3.7) understand the use of different strategies and legal requirements for clients with special needs, e.g. students with learning difficulties, students who are culturally different, students who are physically challenged.  
TCE 541, TCE 546, TCE 581

(3.8) develop and use a theoretically sound process of counseling appropriate for clients and settings, and that is consistent with the counselor's view of human nature.  
TCE 515, TCE 551

(3.9) Be aware of laws and district policies regarding special-needs students.  
TCE 515, TCE 546

(3.10) be knowledgeable of counseling theories and techniques, and their applications in a school setting.  
TCE 515, TCE 551, TCE 552, TCE 553, TCE 580 (Principles of School Counseling)

(3.11) understand the dynamics of crisis intervention, trauma debriefing, and suicide risk assessment, and the role of crisis teams in assisting counselors deal with crises should they arise.  
TCE 514, TCE 515, TCE 552

(3.12) develop a school-based crisis response plan.

TCE 515, TCE 552, TCE 580 (Principles of School Counseling)

(3.13) be familiar with research on students at-risk for violence, both as perpetrators and as victims.

TCE 515, TCE 552, TCE 553

#### **4. Group Theory and Application**

Effective counselors find group counseling approaches to be invaluable in serving the needs of their clients. Group skills are rapidly increasing in importance as the student-to-counselor ratio continues to increase.

It is necessary for counselors to...

(4.1) have an understanding of the various kinds of groups and the purposes, processes and stages common to each.

TCE 512, TCE 571

(4.2) be knowledgeable of the needs of the students and design appropriate groups for use in schools.

TCE 515, TCE 571, TCE 546

(4.3) critically analyze the function of groups from theoretical and practical perspectives.

TCE 592, TCE 571

(4.4) function within a group as a leader and as a member.

TCE 515, TCE 512, TCE 571

(4.5) be knowledgeable and skillful in the role of leader and facilitator.

TCE 515, TCE 512, TCE 571

(4.6) demonstrate ability to plan and conduct classroom meetings and guidance activities.

TCE 515, TCE 571

(4.7) be knowledgeable of and skillful in the use of a variety of parent guidance models.

TCE 515, TCE 546, TCE 552

(4.8) be aware of legal and ethical problems and considerations unique to group counseling in the schools.

TCE 571

#### **Lifestyle and Career Development**

People are continually faced with decisions regarding themselves, their lifestyle, and their careers. Counselors must possess the necessary skills and knowledge to help these people understand and meet their changing needs.

A counselor must...

(5.1) have a broad understanding of life-long learning and its importance to counselors, teachers, parents and students.

TCE 568

(5.2) have knowledge of theoretical and applied approaches to lifestyle and career counseling and guidance at all school levels, 3 years old through grade 14.

TCE 568

(5.3) demonstrate knowledge that is adequate to assist students in career decision making and school-to work transitions.

TCE 515, TCE 568

(5.4) utilize knowledge of school reform, CIM, CAM, Career-related Learning Standards, and Oregon Benchmarks to develop an age appropriate comprehensive career guidance and counseling program.

TCE 515, TCE 568

(5.5) have a working knowledge of methods and materials of guidance, e.g., labor market information, computer databases.

TCE 568

(5.6) be able to assist teachers develop and implement age appropriate career guidance units.

TCE 515, TCE 568

(5.7) develop and use a theoretically sound and developmentally appropriate process of career counseling and guidance.

TCE 515, TCE 568

## **6. Appraisal of the Individual**

Counselors must have at their disposal a variety of formal and informal assessment procedures to provide useful information for themselves and their clients.

It is necessary for counselors to...

(6.1) have a functional knowledge of the principles of test construction and group testing necessary to coordinate, administer, interpret and disseminate the results of in-school testing.

TCE 567

(6.2) be familiar with the selection and use of a variety of individual and group tests appropriate to the school population.

TCE 592, TCE 567

(6.3) have knowledge of theoretical considerations in testing.

TCE 567

(6.4) engage in legal and ethical practices in the use of tests and test information.

TCE 515, TCE 567

(6.5) utilize informal assessment procedures with students.

TCE 514, TCE 515, TCE 591, TCE 567

(6.6) integrate data from a variety of sources into meaningful case summaries and interpret results to appropriate audiences.

TCE 514, TCE 515, TCE 567

(6.7) have a basic knowledge of diagnostic categories and know when referrals are appropriate.

TCE 514, TCE 515, TCE 567

## **7. Research and Evaluation**

Counselors are called upon to make skillful use of empirically based data. They must be able to conduct research, as well as integrate the research findings of others. Furthermore, they must be able to use this knowledge to develop research and funding proposals, develop programs, and conduct a variety of different types of evaluations.

Counselors must...

(7.1) be able to efficiently obtain literature reviews on topics important to their job performance (e.g., computer-based searches).

TCE 592, TCE 532, TCE 531, TCE 552, TCE 562

(7.2) understand and utilize appropriate scientific method in conducting research.

TCE562

(7.3) understand and use basic descriptive and inferential statistics.

TCE 567, TCE 562

(7.4) be able to prepare research or grant funding proposals.  
TCE 542, TCE 567

(7.5) engage in applied research  
TCE 515

(7.6) be able to ascertain the needs of the school population through use of appropriate assessment instruments and other techniques for program evaluation.  
TCE 515, TCE 567

(7.7) be able to design and evaluate programs appropriate to schools.  
TCE 515, TCE 567

(7.8) be able to understand and evaluate qualitative and quantitative research designs.  
TCE562

(7.9) understand basic parametric and non parametric design approaches to research.  
TCE562

(7.10) be able to utilize computers for data management and analysis.  
TCE 515, TCE 567, TCE 562

(7.11) understand both ethical and legal considerations in research.  
TCE 541, TCE 546, TCE562

## **8. Professional Orientation**

Counselors not only need to be concerned with the welfare of their clients, but also with themselves and their colleagues as members of a human service profession.

To discharge this duty it is necessary for counselors to...

(8.1) be involved in professional organizations and activities.  
TCE 541, TCE 546

(8.2) engage in practices that are both legally and ethically sound.  
TCE 515, TCE 591, TCE 592, TCE 541, COUUN 546

(8.3) actively promote a public awareness of professional counseling.  
TCE 515, TCE 598

(8.4) foster professional development through continuing education.

TCE 541, TCE 544

(8.5) recognize personal and professional limitations.

TCE 514, TCE 515, Personal counseling

(8.6) utilize referrals to maximize client benefit while minimizing counselor stress and burnout.

TCE 541

(8.7) be aware of licensing and credentialing options and requirements available to members of the counseling profession.

TCE 541, TCE 546

(8.8) participate in supportive consultative relationships and informal planning, teaming, brainstorming with fellow counselors in their school or school system.

TCE 515, TCE 546. TCE 598

## **9. Supervised Counseling Experiences**

The OSU Counselor Education Program places heavy emphasis on closely supervised practica and internship experiences. These are essential for the trainee's development, as well as providing the faculty with an opportunity for supervision and assessment of trainees' competence and appropriateness as a prospective human service professional.

The objectives for the students are to...

(9.1) engage in critical examinations of their beliefs and attitudes, and conduct regular ongoing evaluation of their counseling skills.

TCE 514, TCE 515

(9.2) possess a repertoire of counseling skills and techniques appropriate to diverse individuals, problems, or areas of concern.

TCE 514, TCE 515

(9.3) communicate professionally relevant information through client records, staff discussions.

TCE 514, TCE 515

(9.4) consult effectively with others on matters of shared concern.

TCE 514, TCE 515

(9.5) demonstrate the useful integration of broad-based knowledge, skills, and self-understanding in the professional practice of counseling.

TCE 514, TCE 515

## **10. Environmental and Specialized Studies/School**

Counselors in school settings need to understand the client population, the environment, and the organizational system and its relationship to the population and community that it serves.

It is necessary for counselors to...

(10.1) be knowledgeable and skillful in implementing the intent and implications of the federal laws such as the Americans with Disabilities Act (e.g. eligibility, developing I.E.P, membership on multi-disciplinary teams), and the U.S. Civil Rights Law (Section 504 plans).

TCE 514, TCE 515, TCE 511, TCE 512, TCE 546

(10.2) be skilled in consultation with administrators, school staff and parents in order to provide assistance with learning and social-emotional difficulties of students.

TCE 515, TCE 511, TCE 512, TCE 544

(10.3) conduct counseling and guidance activities that provide information related to such student or parent issues as educational, occupational, social/personal, and environmental concerns.

TCE 515, TCE 591

(10.4) be knowledgeable and skillful in developing and evaluating counseling guidance programs, practices, processes that are sensitive to the students, school staff, and community needs and values.

TCE 515, TCE 5464

(10.5) be able to work with students and provide inservice training for school staff on current concerns, issues, and/or trends , e.g., drug education, suicide, communicable diseases, grief and loss.

TCE 515, TCE 591, TCE 533

(10.6) utilize school and community personnel and resources to augment school programs in the delivery of services, e.g., volunteers, paraprofessionals, peer helpers.

TCE 515, TCE 598

(10.7) understand, protect and communicate the unique role and function of the school counselor within the educational setting.

TCE 515, TCE 546

(10.8) be knowledgeable of laws and requirements concerning child abuse reporting, sexual harassment, racial harassment, drugs, weapons, and gang behavior as they affect school and professional liability and responsibility for prevention on the part of the counselor.

TCE 515, TCE 546

(10.9) utilize individual and group skills to facilitate meetings involving students, teachers, parents, district personnel, and/or members of the community.

TCE 515, TCE 571

(10.10) be cognizant of the morale of staff and students and the role the counselor can play in raising or maintaining it.

TCE 515, TCE 567

(10.11) be knowledgeable and skillful in developing and implementing a school program based upon the National School Counseling Program Standards.

TCE 515, TCE 546

(10.12) understand the changing face of human services resulting from managed care and other financial constraints, as well as the type and availability of services to children, youth, and families.

TCE 515, TCE 546

(10.13) recognize and assist in the integration of school and agency systems and their services.

TCE 515, TCE 546