

**Program Report for the  
Preparation of Counselors for Schools (Advanced)**

**Education Standards and Practices Board**

**C O V E R   S H E E T**

**Institution:** University of North Dakota

**State:** North Dakota

**Date Submitted:** December 1, 2007

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**Program documented in this report:**

**Name of Institution's program:** School Counseling

**Grade levels for which candidates are being prepared** K-12

**Degree or award level** Master of Arts

**Is this program offered at more than one site?** ☐ Yes ☒ No

If yes, list sites at which the program is offered: \_\_\_\_\_

**Title of the state license for which candidates are prepared**  
**Guidance/Counseling Credential**

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**Program report status:**

☒ **Initial review**

☐ **Rejoinder**

☐ **Response to national recognition with conditions**

**State licensure requirement for national recognition:**

ESPB requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Does your institution require such a test? Test information and data must be reported in Section II

☐ **Yes**      ☒ **No**

## **REPORT**

### **I. Contextual Information: School Counseling Program**

The School Counseling Program is recognized as an Advanced Program within UND's Teacher Education Unit, which is accredited by the National Council for Accreditation of Teacher Education (NCATE) and satisfies the academic requirements to become a school counselor in North Dakota.

Faculty leadership of the school counseling specialization has been in transition for a number of years. Connie Messina, a faculty member had responsibility for 2003-2004. Duane Halper, a new faculty member coordinated the program from 2004-06. Kara Wettersten acted as interim coordinator in addition to other duties for 2006- 2007 and Dory Walker, a visiting faculty member was hired as program coordinator for the 2007-2008 year. Continuity in program planning, data management, and public school and community coordination have been problematic. This report provides an opportunity to review existing data and identify gaps and resources in the training offered to pre-service school counselors. More importantly, it provides material based on current data for decision making about school counseling to the department and the College of Education and Human Development.

The Department of Counseling Psychology and Community Services started a pilot program for a distance education cohort in 2005. Ten students were admitted through the Division of Continuing Education. Admission for a distance education program has been discontinued while data for evaluation of the cost and time effectiveness of the program is gathered. This decision is pending.

Applicants must have completed at least 20 semester credits of course work in the behavioral sciences at the undergraduate level, which must include abnormal psychology, personality theory, developmental psychology, and statistics. Those who have not taken all four of these courses may be admitted on a provisional basis until the requirement is completed.

Students pursuing certification as school counselors in North Dakota must hold or be eligible for teacher certification in North Dakota, or must plan to be certified within seven (7) years.

Students enroll in the School Counseling Practicum (COUN 581) after they have satisfactorily completed at least ten credits in the program including COUN 510: Counseling Methods, COUN 530: Counseling, Personality and Development, and COUN 501: Ethics and should be taken prior to or concurrent with enrollment in Practicum (COUN 580/1). Students spend about 15 hours per week in elementary and secondary school practicum settings. After successfully completing school counseling practicum, students enroll in COUN 589: Internship in School Counseling, a two-semester, supervised counseling experience at an external site. Students spend about 20 hours per week at internship for a total of 600 hours.

In addition to this practitioner course sequence, students are required to complete a series of research training experiences, culminating in the completion of Independent Study (COUN 997), which is an independent research project, conducted under the direction of the student's advisor. Students may complete a thesis project in lieu of the independent study project.

After completing the majority of coursework for M.A. degree and filing both the Program of Study and the Topic Proposal for Independent Study Form with the Graduate School, students are eligible to take the Counselor Preparation Comprehensive Examination (CPCE), a nationally-administered exam, which is offered in the fall and spring semesters. The examination must be successfully passed prior to graduation.

Established program – has not been the focus of systemic assessment and change.

## **REQUIRED COURSES - SCHOOL COUNSELING EMPHASIS**

<a href="#">COUN 501</a>	Ethics	3
<a href="#">COUN 510</a>	Methods of Counseling	3
<a href="#">COUN 515</a>	Research Methods	3
<a href="#">COUN 516</a>	Research Lab	1
<a href="#">COUN 517</a>	Psychological Testing	3
<a href="#">COUN 518</a>	Group Theory and Process	3
<a href="#">COUN 519</a>	Career Counseling	3
<a href="#">COUN 522</a>	Management of School Counseling Programs	2
<a href="#">COUN 523</a>	Elementary School Counseling	2
<a href="#">COUN 524</a>	Middle School Counseling	2
<a href="#">COUN 525</a>	High School Counseling	2
<a href="#">COUN 530</a>	Theory of Counseling, Personality and Development	3
<a href="#">COUN 531</a>	Psychology of Women, Gender and Development	3
<a href="#">COUN 532</a>	Multicultural Counseling	3
<a href="#">COUN 533</a>	Couples and Family Counseling	3
<a href="#">COUN 581</a>	Practicum in School Counseling	4
<a href="#">COUN 589</a>	Internship in School Counseling	6
<a href="#">COUN 997/998</a>	Independent Study/Thesis	2
Total credits		51

## Candidate Information

**Directions:** Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report.

<b>Program: School Counseling Master's Degree</b>		
<b>Academic Year</b>	<b># of New Candidates Enrolled in the Program</b>	<b># of Students Completing the Program</b>
2004-2005	2	4
2005-2006	4	3
2006-2007	2	

<b>Program: School Counseling Master's Degree: Distance Cohort *</b>		
<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Completers</b>
2004-2005		
2005-2006	10	3 (2 as of 12-07)
2006-2007		

\* A distance learning cohort of ten students was admitted to the Department of Counseling for the 2005-06. The Department of Counseling Psychology and Community Services has not admitted students to a distance program since that time.

A total of 18 students have been admitted to the school counseling program since fall 2004. Ten students have graduated since spring 2004.

**50020 – PROGRAMS STANDARDS  
COUNSELORS FOR SCHOOLS (ADVANCED)**

Appendices A and B provide a summary of course numbers, college catalog course descriptions, and syllabi required for a M.A. with a specialization in school counseling. Appendix C contains a master copy of the Internship Evaluation Form. Item clusters from this form have been used as performance indicators for various standards. Appendix D contains a summary chart of the results of the Counselor Preparation Comprehensive Examination (CPCE).

**STANDARD 50020.1** The program requires study of the philosophy, professional activities, organization, and implementation of K-12 school guidance services including preventative and remedial programs.

**Candidates have the opportunity to address/meet this standard in the following courses:**

<b>Course #</b>	<b>Course Name</b>	<b>Course Description</b>	<b>Learning Activities</b>
501	Ethics	Focus will be on the Code of Ethics and Standard of Practice of the American Counseling Association and corresponding ethics codes for subspecialties within the counseling profession. Students will learn to interpret these codes and apply them to their professional practice.	<u>Application of Ethics:</u> Visit a community agency. This will be a group project but each person will submit an individual report. The report will address how the agency addresses ethical issues covered in this class, what services are provided, credentials and areas of professional competence of those providing services, customers and their needs/problems, and the sources of funding for these services. The report will be 3-4 pages long and include a summary of the group experience and information about the agency visited. Also, include your perceptions about how the agency interacts with the community.
522	Management of School Counseling Programs	Study of the organization and administration of counseling programs in school settings, including foundations of program development and evaluation. Characteristics of effective school counselors. Consideration of professional and ethical concerns in school counseling.	<u>Midterm:</u> Components of CCGP Programs. Students will demonstrate mastery of knowledge related to CCGP programs in a multiple choice and short answer format. <u>In-class presentation:</u> CCGP components utilizing technology (PowerPoint or Podcasts) <u>Counseling Data Project:</u> Students take existing data and prepare a time and task analysis; a Closing the Gap

			<p>Action Plan and a Guidance Curriculum Action Plan for their final project in class.</p> <p><u>Personal Perspective Paper:</u> This assignment is your opportunity to integrate the course content with you philosophy, personal development and personal identity as a school counselor. A related purpose is to encourage critical thinking, regarding school counseling and possible future directions of the profession. Points to consider include:</p> <p>What motivates you to become a school counselor? Or, work with school counselors (if counseling is not your goal)?</p> <p>How do your motives fit in with what you know about the role of a school counselor?</p> <p>What populations do you expect to serve?</p> <p>How do you expect to help students, teachers, parents and administrators?</p> <p>How has your view of school counseling changed throughout this class?</p> <p><u>Comprehensive Guidance Program Critique:</u> You are to offer a critical critique of a comprehensive school counseling and guidance plan. You may choose to use the <i>ASCA National Model</i> for school counseling and guidance programs or a major model currently used such as the model North Dakota schools utilize. You should address the key components outlined in the plan. More information will be given.</p>
523	Elementary School Counseling	Exploration of models of elementary counseling and examination of counseling materials in implementing a counseling program.	<p><u>Needs Assessment:</u> Develop a needs assessment protocol for students, teachers and parents.</p> <p><u>Classroom Guidance Lesson:</u> Develop one classroom guidance lesson. You may pick the target elementary age. You should provide a rationale for the lesson and included</p>

			<p>your goals and activities for the lesson.</p> <p><u>Integrative Interview:</u> Interview a school counselor and write a short reflective paper. Interview and paper should focus on contemporary professional concerns of a school counselor. Include at least one to two citations (in APA style). Provide a list of the interview questions.</p>
524	Middle School Counseling	Exploration of models of middle school counseling and examination of counseling materials in implementing a middle school counseling program.	<p><u>Adolescent Interview Paper:</u> This assignment integrates the course content with a qualitative interview of an adolescent. The interview should focus on one or two issues related to middle school counseling, such as school climate, adolescent issues, identity, peer relationships, career development, etc. You should attempt to incorporate one chapter from the reading in your interview and have at least one journal citation. Citations should be in AP A format; however, as this is an integrated paper, you may write it from a personal perspective.</p> <p><u>Interview Presentation:</u> You will be given ten to fifteen minutes to highlight the results of your Adolescent Interview Paper. You should provide each class member with a copy of at least one journal article you utilized in your paper.</p>
525	High School Counseling	Exploration of models of secondary school counseling and examination of counseling materials in implementing a secondary school counseling program.	<p><u>Interview With a High School Counselor</u> <u>Presentation and paper covering one problem or area of High School Counseling</u></p>

**The following performance tasks assess the extent to which candidates meet this standard:**

1. Course Grades,
2. Professional Orientation sub scores on the Counselor Preparation Comprehensive Examination (CPCE).
3. Relevant Items on Internship Evaluation Form

**Extent to which candidates meet the standard:**

### Course Grade Results: On-Campus Students

N = 8	F	D	C	B	A
Course: 501	0	0	0	2	5
Course: 522	0	0	0	0	8
Course: 523	0	0	0	0	8
Course: 524	0	0	0	0	8
Course: 525	0	0	0	0	8

### Course Grade Results: Distance Students

N = 9	F	D	C	B	A
Course: 501	0	0	0	2	8
Course: 522	0	0	0	0	10
Course: 523	0	0	0	0	10
Course: 524	0	0	0	0	10
Course: 525	0	0	0	0	10

### Professional Orientation Subscale scores for the Counselor Preparation Comprehensive Examination (CPCE).

Student	Professional Orientation
1.	14
2.	15
3.	17
4.	16
5.	13
6.	12
7.	12
8.	14
9. Distance	12
National Mean	12.4

### Internship Evaluation Form – Relevant Performance Items

Professional Practice Standard	18	19	25	26	27	29	30	31	51	52	53
On-Campus Students											
1	7	6	6	6	5	6	6	6	4	4	4
2	7	7	6	6	5	5	5	5	5	na	5
Distance Students											
1	7	7	7	7	7	na	na	na	6	6	6
2	7	6	5	7	7	7	7	7	6	na	Na
3	7	6	7	6	5	6	6	6	4	4	4



**STANDARD 50020.2** The program requires study of counseling programs for schools including the theory of group and individual counseling and the development of competencies in these activities.

**Candidates have the opportunity to address/meet this standard in the following courses:**

Course #	Course Name	Course Description	Learning Activities
518	Group Theory and Process	Addresses the principles and practices of support, task, psycho-educational, and therapeutic groups with various populations in a multicultural context. Includes study of professional issues relevant to group processes, Involved participation and leading group experiences.	<p><u>In-lab Participation:</u> In order to develop clinical skills for working with groups, students are expected to actively participate in weekly lab sessions. The labs will primarily consist of role-plays of counseling sessions with groups. It is expected that each student will participate in these role-plays in every session as a counselor, client, or both. Students are also expected to provide constructive feedback to their peers on their work in the role-plays. As part of participation in the lab, students will videotape one role-play sessions as a counselor. A written self-analysis of the session is submitted; this self-analysis will follow guidelines distributed by the TA after the week of the midterm. Individual meetings with the TA during the last week of classes to view tape and self-analysis.</p> <p><u>Group Counseling Topic Presentation:</u> Thirty-minute presentation on a group counseling topic of interest. These topics will be proposed by the student and approved by the instructor. Topics could include specific group techniques, theories of group development, and training issues in group counseling, specialized groups, group process research, group outcome research, or group counseling interventions with specific client populations. Included in this presentation</p>

			<p>will be a discussion of the results of two recent articles in the research literature related to the topic of interest. A one-page summary of each article will be presented to your classmates and instructor. Presentation outlines and handouts are strongly encouraged. This is an opportunity to learn/teach how to teach and to begin to establish yourself as an expert in an area of your profession. Use any technology available.</p> <p><u>Exams:</u> Midterm and final exam. Midterm covers course material and classroom discussions from the first half of the semester in the form of short answer and essay type questions. The final exam is comprehensive in nature covering all course material and classroom discussions as well as demonstration exercises in the form of short answer and essay type questions.</p>
510	Counseling Methods	<p>Two training components are combined to provide an intensive prepracticum experience. The didactic component introduces the basic interviewing and active listening skills; a laboratory component provides practice in the practical application of those skills in simulated counseling interviews.</p>	<p><u>Involvement:</u> Attend all class sessions and <u>actively</u> participate in the various components of the course. This includes consistent involvement in class discussions, completion of assigned readings and exercises. It also includes consistent involvement in lab groups, in giving and receiving feedback, and in discussing personal concerns.</p> <p><u>Counseling Skills Tape Analysis:</u> Complete 2 tape analysis assignments. For these assignments, you are to select 10-minute tape segments and transcribe and analyze the verbal interactions.</p> <p><u>Counseling Lab:</u> Participate in a minimum of 1.5-2 hours of skills lab practice per week. The purpose of the training labs is to develop skills as a helper through observation and direct participation in the counseling process. Although</p>

			lab participation is not graded, your skill development will be reflected in the quality you practice and will affect your ability to successfully pass second level screening for entry into the program. Skill practice will occur in triads.
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**The following performance tasks assess the extent to which candidates meet this standard:**

1. Grades in relevant courses
2. Scores on the Group Work and Helping Relationships Subscales of the Counselor Preparation Comprehensive Examination (CPCE)
3. Transcripts of Counseling Sessions (grading criteria: Basic Helping Skills and Procedural Skills Assessment Form)

**Extent to which candidates meet the standard:**

Course Grade Results: On-Campus Students

N = 8	F	D	C	B	A
Course: 510	0	0	0	2	6
Course: 518	0	0	0	0	8

Course Grade Results: Distance Students

N = 9	F	D	C	B	A
Course: 510	0	0	1	2	6
Course: 518	0	0	0	0	7

Group Work and Helping Relationship Subscale scores for the Counselor Preparation Comprehensive Examination (CPCE).

Student	Group Work	Helping Relationships
1.	16	13
2.	11	11
3.	15	12
4.	16	14
5.	13	13
6.	11	15
7.	11	10
8.	14	12
9.	12	13
National Mean	11.6	11.42

**Student work samples submitted: Counseling Skills Transcripts:** See Appendix F. These work samples provide assessment data for meeting this standard. The grading rubric for this activity is included (Basic Helping Skills and Procedure Skills Assessment Form).

**STANDARD 50020.3** The program requires study of professional, legal, and ethical issues in school counseling programs.

**Candidates have the opportunity to address/meet this standard in the following courses:**

Course #	Course Name	Course Description	Learning Activities
501	Ethics	Focus will be on the Code of Ethics and Standard of Practice of the American Counseling Association and corresponding ethics codes for subspecialties within the counseling profession. Students will learn to interpret these codes and apply them to their professional practice.	<p><u>Case Examples of Ethical Dilemmas:</u> Work through specific case examples of ethical dilemmas in small teams, followed by full-class discussion. Learning during this class occurs through small group problem-solving activities, in-class discussion and occasional lecture.</p> <p><u>Exams:</u> Midterm consisting of multiple choice and short answer questions. A second exam at the end of the semester will consist of two portions: one or two essays written in class and several take-home essays. The midterm will cover class material from the first half of the semester and the final will cover material from the second half of the semester. Material from the first half of the semester will help you to write essays that focus on issues covered in the second half. A midterm progress review will be conducted via brief (5-10 minute) individual meeting with the instructor during class time. At any time during the semester, students may request a meeting outside of class for an extended or additional progress review, or an opportunity to discuss their learning process and goals</p> <p><u>Response Papers:</u> Students will write one response paper per week, based on the textbook chapter(s) assigned for the week. This response paper will be reviewed by the instructor. It will also be anonymously reviewed by a small group of your classmates. Response papers</p>

			will be 1 1/2 to 2 pages (typed, double-spaced), to be submitted electronically. <u>Article Critique:</u> Students will submit a full-length critique is 3-pages long and a half-length critique is 1 1/2 pages long. Critiques are submitted electronically, by attachment.
522	Management of School Counseling Programs	Study of the organization and administration of counseling programs in school settings, including foundations of program development and evaluation. Characteristics of effective school counselors. Consideration of professional and ethical concerns in school counseling.	Learning activities for this standard were not found in review of syllabi or student assignments.

**The following performance tasks assess the extent to which candidates meet this standard:**

1. Grades in relevant courses
2. Professional Orientation and Ethics Subtest scores on the Counselor Preparation Comprehensive Examination (CPCE)
3. Relevant Items on Internship Evaluation Form

**Extent to which candidates meet the standard:**

Course Grade Results: On-Campus Students

N = 8	F	D	C	B	A
Course: 501	0	0	0	2	5
Course: 522	0	0	0	0	8

Course Grade Results: Distance Students

N = 9	F	D	C	B	A
Course: 501	0	0	0	2	8
Course: 522	0	0	0	0	10

Professional Orientation and Ethics Subscale scores for the Counselor Preparation Comprehensive Examination (CPCE).

Student	Professional Orientation and Ethics
1.	14
2.	15
3.	17
4.	16
5.	13
6.	12
7.	12
8.	14
9. Distance	12
National Mean	12.4

### Internship Evaluation Form – Relevant Performance Items

Professional Ethics Standard 3	9	10	56	57	58	59	60	61
On-Campus Students								
1	5	4	5	5	5	5	5	5
2	5	5	6	6	6	6	6	6
Distance Students								
1	5	4	5	5	5	5	5	5
2	6	6	6	6	na	7	7	7
3	6	6	6	6	6	6	6	7

**STANDARD 50020.4** The program requires study of the counselor as a consultant to parents, students, and professional personnel, as well as a referral source regarding students' special needs and progress.

**Candidates have the opportunity to address/meet this standard in the following courses:**

Course #	Course Name	Course Description	Learning Activities
522	Management of School Counseling Programs	Study of the organization and administration of counseling programs in school settings, including foundations of program development and evaluation. Characteristics of effective school counselors. Consideration of professional and ethical concerns in school counseling.	Learning activities for this standard were not found in review of syllabi or student assignments.
523	Elementary School Counseling	Exploration of models of elementary counseling and examination of counseling materials in implementing a counseling program.	Learning activities for this standard were not found in review of syllabi or student assignments.
524	Middle School Counseling	Exploration of models of middle school counseling and examination of counseling materials in implementing a middle school counseling program.	Learning activities for this standard were not found in review of syllabi or student assignments.
525	High School Counseling	Exploration of models of secondary school counseling and examination of counseling materials in implementing a secondary school counseling program.	Learning activities for this standard were not found in review of syllabi or student assignments.

**The following performance tasks assess the extent to which candidates meet this standard:**

Identified Items on Practicum or Internship Evaluation

**Extent to which candidates meet the standard:**

Internship Evaluation Form – Relevant Consultation Performance Items

Consultation Standard 4	14	15	16	17	48	49
On-Campus Students						
1	6	5	6	5	4	4
2	6	6	6	6	6	5
Distance Students						
1	7	7	7	7	6	6
2	7	7	6	7	6	6
3	6	5	6	5	4	4

**Student work samples submitted: None**

The Department of Counseling Psychology and Community Services is in the process of rewriting syllabi and redesigning learning activities in the school counseling curricula for these courses.

**STANDARD 50020.5** The program requires study designed to develop knowledge of referral agencies and other services outside the school.

**Candidates have the opportunity to address/meet this standard in the following courses:**

<b>Course #</b>	<b>Course Name</b>	<b>Course Description</b>	<b>Learning Activities</b>
522	Management of School Counseling Programs	Study of the organization and administration of counseling programs in school settings, including foundations of program development and evaluation. Characteristics of effective school counselors. Consideration of professional and ethical concerns in school counseling.	Learning activities for this standard were not found in review of syllabi or student assignments.
523	Elementary School Counseling	Exploration of models of elementary counseling and examination of counseling materials in implementing a counseling program.	Learning activities for this standard were not found in review of syllabi or student assignments.
524	Middle School Counseling	Exploration of models of middle school counseling and examination of counseling materials in implementing a middle school counseling program.	Learning activities for this standard were not found in review of syllabi or student assignments.
525	High School Counseling	Exploration of models of secondary school counseling and examination of counseling materials in implementing a secondary school counseling program.	Learning activities for this standard were not found in review of syllabi or student assignments.

**The following performance tasks assess the extent to which candidates meet this standard:**

None

**Extent to which candidates meet the standard:**

Not measurable

**Student work samples submitted:**

None

The Department of Counseling Psychology and Community Services is in the process of rewriting syllabi and redesigning learning activities in the school counseling curricula for these courses.



**STANDARD 50020.6** The program requires study of human development, theory, and research.

**Candidates have the opportunity to address/meet this standard in the following courses:**

<b>Course #</b>	<b>Course Name</b>	<b>Course Description</b>	<b>Learning Activities</b>
515	Methods of Research	Methods and procedures of research development, design and analysis related to counseling and behavioral science. Experience in formulating and developing an individual research project. Considers research ethics and protection of human participants.	<p><u>Exams:</u> A midterm exam covering course material and classroom discussions from the first half of the semester in the form of short answer and essay type questions and a final exam, comprehensive in nature covering course material and classroom discussion using same format as the midterm. There will be more specific/detailed questions from the second half of the semester and broader/more general questions from the first half of the semester.</p> <p><u>Research Project:</u> To integrate materials learned from the course, each student will develop an individual research study. This research study will consist of a research proposal and its associated Institutional Review Board (IRB) form. A secondary goal of this assignment is to assist the student in completing his/her thesis/independent study requirement. The research project will be developed and submitted in "stages" over the semester consistent with the normal process of research design and in accordance with current APA style/format.</p>
516	Counseling Research Laboratory	Introduces basic procedures in analysis of counseling research data. Topics including data coding, data entry and use of statistical packages are presented in an individualized manner.	<p><u>Use of a statistical program:</u> Develop familiarity with the statistical program, SPSS version 13.0. This will entail identifying variables, data entry, creating graphs and charts and running statistical tests.</p> <p><u>Data Evaluation:</u> Effectively evaluate obtained data for their Independent Study or thesis.</p>

530	Theories of Counseling, Personality and Development	Study and analysis of counseling interventions based on different theoretical models, emphasizing personality and human development. Course involved viewing video tapes of simulated or actual counseling sessions, role play demonstrations, and role played practice of various theoretically based counseling interventions.	<p><u>Nine Critical Review Position Papers:</u> Each student will complete a position paper for each of the theories presented in Chapters 4-12. The position paper will be in the form of a critical review from the student's personal perspective asserting a "professional position" concerning the theory and supported by appropriate references. Each position paper will be no more than 5 pages in length including references according to APA style/format and must be turned in at the time specified in the class schedule.</p> <p><u>Four Demonstration Exercises:</u> Each student will be assigned to a demonstration exercise team. Teams will present a demonstration of the various techniques and strategies used with a specific counseling /psychotherapy theory followed by a question and answer session from the rest of the class.</p> <p><u>Final Exam:</u> Comprehensive in nature covering all course material and classroom discussions as well as demonstration exercises in the form of short answer and essay type questions.</p>
531	Psychology of Women, Gender, and Development	This course presents current research and trends in developmental theory, particularly theories pertaining to psychological development of women and men. Issues such as abuse, ageism, depression, eating disorders, emotional experience and expression, heterosexism, feminism, and multiculturalism will be examined as related to the practice of psychology. Learning methods include writing, music, film, group discussion and creative projects.	<p><u>Written Critique:</u> Critique a body of research from a list that will be pass around in class, using a gender-aware perspective, based on readings and class discussion. Outline of the critique:</p> <ul style="list-style-type: none"> <li>• Brief summary of the conclusion of each study</li> <li>• Discussion of consistencies and inconsistencies in the finding across the 6 studies</li> <li>• Strengths of each of the studies you reviewed, concluding with the strengths of the "body" of research, represented by the 6</li> </ul>

			<p>studies</p> <ul style="list-style-type: none"> <li>• Weaknesses of each of the studies you reviewed, concluding with the weaknesses of the "body" of research, represented by the 6 studies</li> <li>• Critical analysis of how gender or sex was used as a key variable in the study - was it an "owned" variable, a socialized variable (per class discussion on trait perspective vs. normative perspective), was the emphasis on sex or gender, were the complexities of gender considered (identity vs. role vs. ideology, etc)</li> <li>• Critical analysis of the type of research paradigm used from a feminist perspective, including alternative explanations for the conclusions of the authors (if appropriated)</li> <li>• Analysis of how and to what extent gender bias might have influenced the interpretations of the findings, if at all</li> <li>• Discussion of whether gender was considered in the context of other relevant contextual factors, including sexual orientation, race and/or ethnicity, age, socioeconomic status, ability status, etc.</li> <li>• A concluding statement about the overall value of this body of work to mental health care providers, clients, and other stakeholders</li> </ul>
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**The following performance tasks assess the extent to which candidates meet this standard:**

1. Human Growth and Development and Research and Program Evaluation Subscale scores of the Counselor Preparation Comprehensive Examination (CPCE)
2. Course Grades
3. Successful Completion of COUN 997 Independent Student Project

**Extent to which candidates meet the standard:**

Human Growth and Development (HDG) and Research and Program Evaluation (RPE) Subscale scores for the Counselor Preparation Comprehensive Examination (CPCE).

Student	HDG	RPE
1.	16	12
2.	15	12
3.	13	13
4.	11	11
5.	13	12
6.	10	12
7.	12	14
8.	9	12
9. Distance	12	13
National Mean	11.4	10.8

**Course Grade Results: On-Campus Students**

N = 8	F	D	C	B	A
Course: 530	0	0	0	1	7
Course: 531 S=8 U=0	na	na	na	na	na
Course: 515	0	0	1	1	6
Course: 516: S=5 U = 0	na	na	na	na	na

**Course Grade Results: Distance Students**

N = 9	F	D	C	B	A
Course: 530	0	0	0	0	9
Course: 531 S=9 U = 0					
Course: 515	0	0	0	1	8
Course: 516 S = 6 U = 0					

**Completion of Independent Research Project: Verified by the Graduate School of the University of North Dakota upon recommendation of Department of Counseling Psychology and Community Services faculty.**

**STANDARD 50020.7** The program requires study of social and cultural issues in school counseling.

**Candidates have the opportunity to address/meet this standard in the following courses:**

<b>Course #</b>	<b>Course Name</b>	<b>Course Description</b>	<b>Learning Activities</b>
531	Psychology of Women, Gender, and Development	This course presents current research and trends in developmental theory, particularly theories pertaining to psychological development of women and men. Issues such as abuse, ageism, depression, eating disorders, emotional experience and expression, heterosexism, feminism, and multiculturalism will be examined as related to the practice of psychology. Learning methods include writing, music, film, group discussion and creative projects.	<p><u>Paper:</u> Write a two-part "gender" paper. The first will be an 15-minute in-class writing assignment on the first day of class. The second will be a 3-page analysis of how your initial perspectives on the ways in which sex and gender affected your development have been changed, reinforced, or influenced by the materials, assignments, and discussions of the class. Respond to the 5 prompts below:</p> <ul style="list-style-type: none"> <li>•To me, being (male or female) means ....</li> <li>•Growing up, I learned that being a (girl or boy) ...</li> <li>•Gender ...</li> <li>•Men and women ...</li> <li>•If I were a member of the other sex, I imagine ...</li> </ul> <p>After completing this activity, compare your current answers to the ones that you completed on the first day of class. Discuss the following:</p> <ul style="list-style-type: none"> <li>•Summarize your comparison of the first and final responses to the 5 prompts above.</li> <li>•Changes, if any, in your perceptions over the course of the class term. To what do you attribute those changes? If you see no changes, why do you suppose that is?</li> <li>•What are the ways in which you are aware of gender playing a role in your current life?</li> </ul> <p>If someone were to ask you the question, "What is your experience of being a (man or woman)?" how would you</p>

			<p>respond? What are the privileges that go along with your gender? What are the sources of oppression? How do privilege and oppression play out in your day-to-day life?</p> <ul style="list-style-type: none"> <li>•In what ways does an understanding of the influence of gender impact your work as a mental health care provider? How does gender exist in the counseling relationship? What issues do you need to continue to be aware of in order to provide gender-sensitive and/or gender-informed mental health services?</li> <li>•Does gender matter? If yes, how and why? If no, why not? Attach your first and last responses to the 5 prompts to your paper before submitting it.</li> </ul>
532	Multicultural Counseling	<p>This course offers an introduction to counseling theories and interventions appropriate for American ethnic and non-ethnic minority clients. The values suppositions of various cultural groups will be examined. In-class group experience is included.</p>	<p><u>Reflection Papers:</u> Four 2-page reflection papers on different chapters from the Handbook of Multicultural Counseling. These papers must specifically address how the issues raised in the chapter apply to your life, someone you know, or a client with whom you have worked. This is not to be a summary or "book report" on the chapter, but a thoughtful application of the ideas to your work. One paper will be due each of the last 4 days of the class meetings.</p> <p><u>Presentation:</u> A 30-minute presentation to the class on a topic of your choice that must be approved by the instructor prior to the presentation. A one-page topic proposal/outline is due. The instructor will give each student feedback and approval of their topic before proceeding with the development of the presentation. Any topic relevant to this course will be</p>

			considered for approval. We encourage you to choose a topic that will benefit your colleagues and address an issue that has not already been addressed in the course. Your presentation must include at least 5 scholarly references. Please provide handouts for the class.
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**The following performance tasks assess the extent to which candidates meet this standard:**

1. Social and Cultural Subscale scores of the Counselor Preparation Comprehensive Examination (CPCE)
2. Course Grades
3. Relevant Items on the Student Internship Evaluation Form

**Extent to which candidates meet the standard:**

Social and Cultural Foundations Subscale scores for the Counselor Preparation Comprehensive Examination (CPCE).

Student	SCF
1.	9
2.	14
3.	12
4.	11
5.	13
6.	13
7.	10
8.	10
9. Distance	14
National Mean	11.2

**Course Grade Results: On-Campus Students**

N = 7	F	D	C	B	A
Course: 532	0	0	0	1	6

**Course Grade Results: Distance Students**

N = 7	F	D	C	B	A
Course: 532	0	0	1	0	5

**Course Grade Results: On-Campus Students**

N=8	S	U
Course: 531	8	0

**Course Grade Results: Distance Students**

N=8	S	U
Course: 531	8	0

### Internship Evaluation Form – Relevant Performance Items

Social and Cultural Standard	11	12	13	53a	54	55	75	76	77
On-Campus Students									
1	4	6	6	5	4	4	5	5	5
2	5	5	5	5	5	5	6	6	6
Distance Students									
1	4	6	6	4	4	4	6	6	6
2	6	7	6	7	6	5	7	7	7
3	6	7	6	na	na	na	6	6	6



**STANDARD 50020.8** The program requires study of family dynamics, drop-out prevention, child abuse, substance abuse, sexual abuse, human sexuality, and sex equity.

**Candidates have the opportunity to address/meet this standard in the following courses:**

Course #	Course Name	Course Description	Learning Activities
531	Psychology of Women, Gender and Development	This course presents current research and trends in developmental theory, particularly theories pertaining to psychological development of women and men. Issues such as abuse, ageism, depression, eating disorders, emotional experience and expression, heterosexism, feminism, and multiculturalism will be examined as related to the practice of psychology. Learning methods include writing, music, film, group discussion and creative projects.	<u>Popular Media Critique:</u> Critique samples of popular media (a list of options will be provided for you) and write a 3page paper on the gender messages present in the media that you review. Select 1 activity from <i>at least</i> 3 of the following options and watch, read, or listen to it in its entirety. Each activity must last at least 1 hour, so if you choose to watch 30-minute comedies, for example, you would need to watch 2. Also, make sure at least two age groups are either represented in or targeted by the activities that you select. List the three (or more) media events you are critiquing. Discuss the messages that these activities sent about gender. Discuss <i>critically</i> , offering your informed opinions and integrating course information as appropriate. Do not just relay the facts of what you watched, read, or listened to.
533	Couples and Family Counseling	An introduction to the major theories of couples and family counseling and their associated interventions. A combination of readings, lecture, discussion, demonstrations and role-plays will be used.	<u>Group Project:</u> You have several options for a creative project geared at demonstrating a theoretical approach to couples or family therapy. You may choose from several options: Develop a taped session Show a movie clip and provide a follow-up session Show a live or acted session Role-play. Make a presentation that includes: creativity, grounding in a theoretical model discussed in class, handout, and description of interventions. If relevant to specific theory, provide "diagnosis."

The following performance tasks assess the extent to which candidates meet this standard:  
Course grades

Extent to which candidates meet the standard:

Course Grade Results: On-Campus Students

N = 8	F	D	C	B	A
Course: 533	0	0	0	1	7

Course Grade Results: Distance Students

N = 7	F	D	C	B	A
Course: 533	0	0	1	1	5

Course Grade Results: On-Campus Students

N=8	S	U
Course: 531	0	0

Course Grade Results: Distance Students

N=8	S	U
Course: 531	0	0

Non-determined

Student work samples submitted: See Appendix

**STANDARD 50020.9** The program requires study designed to develop competency in assessment and appraisal techniques including test selection and interpretation in the testing areas of achievement, ability, aptitude, personality, and interest.

**Candidates have the opportunity to address/meet this standard in the following courses:**

Course #	Course Name	Course Description	Learning Activities
517	Assessment in Counseling	Develop ethical, culturally competent, and psychometrically sound counseling assessment and test interpretation skills. Apply principles of counseling assessment to selected instruments in the areas of personality; career interests; educational and occupational achievements; and intellectual functioning and aptitudes.	<p><u>Exams:</u> A midterm exam covering course material and classroom discussions from the first half of the semester in the form of short answer and essay type questions. A final exam, comprehensive in nature covering course material and classroom discussion using same format as the midterm.</p> <p><u>Group Test Critique Presentation:</u> Students will be assigned randomly to one of four specific groups in order to present a critical review of selected tests as determined by the group members. However, tests selected will come from the following areas by group assignment: (1) Intelligence/General Ability; (2) Achievement/Aptitude; (3) Career/Vocational Interest; and (4) Personality.</p> <p><u>Self-Assessment Reports:</u> In order to develop interpretation and report writing skills, each student will submit four (4) self-assessment reports based upon his/her actual test results. Students can select any test they prefer from those available at UND's Counseling Center. However, they must take one test from each of the following areas: (1) Intelligence/General Ability; (2) Achievement/Aptitude; (3) Career/Vocational Interest; and (4) Personality. Each report will be no more than two pages, single spaced, written in narrative form and will adhere to AP A style/format. The report should provide a succinct, accurate</p>

			and helpful summary and integration of test results as if going to another counselor as a referral, i.e., the course instructor in this case.
519	Career Counseling	An introduction to the psychology of careers and to the practice of career counseling. Career development theories, occupational classification systems, assessment instruments, and the use of occupational information for career education and life planning are included. Career counseling strategies for use with diverse populations are introduced.	<u>Career Counseling and Assessment Evaluation</u> Pair with another student. Conduct initial interviews and practice counseling sessions to gather information about your partner's career development needs. Examine your partner's career assessment results. Integrate the information gathered in a 3 page evaluation. Sample formats will be posted in advance. <u>Quizzes.</u> Quizzes cover the readings for the week and the previous week's lecture. <u>Final exam</u> Comprehensive exam, containing multiple choice, short answer and essay questions. You will not be allowed to take the exam early.

**The following performance tasks assess the extent to which candidates meet this standard:**

Appraisal Subscale scores on the Counselor Preparation Comprehensive Examination (CPCE)

Course Grades

Items on Internship Evaluation

**Extent to which candidates meet the standard:**

Course Grade Results: On-Campus Students

N = 8	F	D	C	B	A
Course: 517	0	0	0	2	6
Course: 519	0	0	0	2	6

Course Grade Results: Distance Students

N = 9*	F	D	C	B	A
Course: 517	0	0	0	3	6
Course: 519	0	0	0	2	8

**\* one I grade on record**

Career and Lifestyle Development Subscale scores for the Counselor Preparation Comprehensive Examination (CPCE)

Student	CLD	A
1.	13	13
2.	9	11
3.	10	13
4.	8	11
5.	11	12
6.	14	10
7.	12	8
8.	11	10
9.	8	13
National Mean	9.5	9.5

Internship Evaluation Form – Relevant Performance Items

Appraisal Standard	32	33	34	35
On-Campus Students				
1	4	4	4	4
2	5	5	5	5
Distance Students				
1	4	4	4	4
2	na	na	na	Na
3	6	7	6	6

**STANDARD 50020.10** The program requires study designed to develop competency in career counseling including career development theory, assessment, decision-making techniques, and computer-assisted guidance programs.

**Candidates have the opportunity to address/meet this standard in the following courses:**

Course #	Course Name	Course Description	Learning Activities
519	Career Counseling	An introduction to the psychology of careers and to the practice of career counseling. Career development theories, occupational classification systems, assessment instruments, and the used of occupational information for career education and life planning are included. Career counseling strategies for use wit diverse population are introduced.	<p><u>Self-study project:</u> three part exercise of career exploration that will run the course of the semester. The total project will be due toward the end of the class, but parts will be due in class from time to time so we can discuss them. This project is described in full later in the syllabus, but briefly will entail:</p> <p>a) articulating the student's most important families of skills, b) articulating the student's most salient values regarding work contexts, c) putting skills &amp; values together to create an ideal vocational situation, d) talking to at least two people who match the ideal vocational situation, identify at least 2 web resources that relate to the ideal vocational situation, d) spelling out a planning process for attaining the vocational situation.</p> <p><u>Occupational Profile</u> Provide a comprehensive description of an occupation, written in narrative or outline form, with the following information as a minimum requirement: Skills, education, &amp; training requirements; DOT/O*NET code; Holland code; outlook, geographic distribution and local availability; working conditions; useful internet resources and links; salary and benefits; professional associations/unions; potential barriers, obstacles, or biases to employment; and hints on how to find work in the occupation.</p> <p><u>Presentation</u></p>

			<p>Conduct a 15-20 minute interactive presentation on one of two options. Choose either:</p> <p><u>A. Career development resource visit:</u> select an agency which is providing some form of career development service, interview at least one staff member, and post on Blackboard a one page summary of such things as population served, location, hours, fees, credentials of staff, and services provided. Report on these aspects as well as typical cases of clients, interview procedures, assessments, goals of service, theoretical orientations, and so on. Bring back any handouts describing their services as well.</p> <p><u>B. Vocational and career development articles:</u> choose two or more research articles in professional journals (1996 to 2006) relevant to the week's readings and lecture based on your interests related to career counseling. Compare, contrast, tie in to class resources, and discuss your critical analysis of the articles.</p>
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The following performance tasks assess the extent to which candidates meet this standard:  
Counselor Preparation Comprehensive Examination (CPCE) Sub scores  
Course Grades

**Extent to which candidates meet the standard:**

Course Grade Results: On-Campus Students

N = 8	F	D	C	B	A
Course: 519	0	0	0	2	6

Course Grade Results: Distance Students

N = 9*	F	D	C	B	A
Course: 519	0	0	0	2	8

**\* one I grade on record**

Career and Lifestyle Development Subscale scores for the Counselor Preparation Comprehensive Examination (CPCE)

Student	CLD
1.	13
2.	9
3.	10
4.	8
5.	11
6.	14
7.	12
8.	11
9.	8
National Mean	9.5



**STANDARD 50020.11** The program requires a supervised practicum in a school setting. Within this school setting, guidance and counseling methods and techniques should be practiced, and the discharged duties of a school counselor should be observed as well as performed.

**Candidates have the opportunity to address/meet this standard in the following course:**

<b>Course #</b>	<b>Course Name</b>	<b>Course Description</b>	<b>Learning Activities</b>
581	School Counseling Practicum	Introduction to counseling practice in a school setting. Emphasis on development, improvement, and evaluations of counseling relationships. Develop skills in applying role of counselor to school environment. Interview skills in counseling practice with live supervision.	Not identified in the syllabus

**The following performance tasks assess the extent to which candidates meet this standard:**

Practicum Evaluations

**Extent candidates meet the standard:**

Candidates participate successfully in practicum settings in public schools. Data gathered by the department for the past 4 years focuses on evaluating and documenting core clinical skills and does not measure or document objectives directly related to school counseling skills and knowledge.

**STANDARD 50020.12** The program requires study of and internship in school counseling at both the elementary and secondary school levels.

**Candidates have the opportunity to address/meet this standard in the following courses:**

Where in your program do candidates have the opportunity to address/meet this standard:

Course #	Course Name	Course Description	Learning Activities
589	School Counseling Internship	Professional practice in counseling assessment, consultation, teaching, or research in a school counseling setting. Supervision must meet criteria established by the department and the Graduate School.	See note below

**The following performance tasks assess the extent to which candidates meet this standard:**

Internship Clinical Skills Evaluation Form

**Extent to which candidates meet the standard:**

Candidates participate successfully in internship settings in elementary and secondary public schools. The program requires them to do so in order to meet North Dakota DPI requirements. Data gathered by the department for the past 4 years focuses on evaluating and documenting core clinical skills and does not document internship site levels. The department does not have a current assessment plan for that specifies and measures objectives directly related to school counseling skills and knowledge at different educational site levels.

**STANDARD 50020.13** The program satisfies all existing North Dakota licensure requirements. The program makes current information on North Dakota licensure requirements available to candidates seeking to be employed as school counselors in North Dakota K-12 schools.

The program meets this standard in the following course:

<b>Course #</b>	<b>Course Name</b>	<b>Course Description</b>	<b>Learning Activities</b>
522	Management of School Counseling Programs	Study of the organization and administration of counseling programs in school settings, including foundations of program development and evaluation. Characteristics of effective school counselors. Consideration of professional and ethical concerns in school counseling.	Handout and Discussion

**50020.14** Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and program operations

The assessment system used by the Department of Counseling Psychology and Community Services has primarily focused on regular and systematic documenting of core skills that are necessary for masters' level competency in settings that provide therapeutic services (see topic areas on the Internship Assessment Form). The department prepares students well in these areas as measured by the CPCE. The assessment system currently in place has not developed a plan for use of measurable objectives directly related to school counseling. This is not to say that core skills for functioning in schools are not presented and developed. Perhaps the discontinuity in program leadership has influenced the development of a plan for data assessment and examination of disaggregated data with performance areas in school counseling... A positive result of the data gathered for this report is that the department can now begin to measures for learning objectives specific to the school counseling specialization.

#### SUMMARY OF TYPES OF ASSESSMENT

	Course Grades	Counselor Preparation Comprehensive Examination (CPCE)	Internship Evaluation Form (Items)	Student Work Samples	Independent Research Project	Other Basic Helping Skills and Procedural Skills Assessment Form	Required Assessments Necessary for Establishing Evidence Meeting the Standard
Standard 1	X	X	X 18, 19, 23, 26, 27, 28, 30, 31, 51, 52				Yes
Standard 2	X	X		TRANS- CRIPTS Appendix F		X*	Yes
Standard 3	X	X	X 9, 10, 56, 57, 58, 59, 60, 61				Yes
Standard 4			X 14, 15, 16, 17, 48, 49				No
Standard 5	X						No
Standard 6	X	X			X		Yes
Standard 7	X	X	X 11, 12, 13, 53, 54, 55, 56, 75, 76, 77				Yes
Standard 8	X						No
Standard 9	X	X	X 32, 33, 34, 35				Yes
Standard 10	X	X					No
Standard 11	X						No
Standard 12	X		X ALL ITEMS				No

•Used for grading - Not placed in student file

**Standard 13** – This is not a measurable student competency

**Standard 14** – This is not a measurable student competency

## II. Multicultural/Native American /Diversity Standard

The program requires the study of multicultural education including Native American studies and strategies for teaching and assessing diverse learners. This response is prepared for all programs approved by ESPB. If you are reviewing an undergraduate or initial program only, please read the sections of this response headed *Initial Programs*. For Advanced or Professional Programs, please read the sections of this response headed *Advanced Programs*. Syllabi, vita and work samples referred to in the report may be found in the folder labeled “MC-Diversity Standard.”

### ***MULTICULTURAL EDUCATION/NATIVE AMERICAN STUDY***

#### *Initial Programs*

#### Opportunity to Address/Meet Standard

T&L 433: Multicultural Education: All candidates in the Teacher Education Program at the University of North Dakota are required to complete this course (There is also a correspondence course with the same prefix and title which is offered to those who are in non-UND programs. Rarely, an exception is made for a candidate in the program who is unable to take the on-campus course.)

#### Course Description

This class takes an anthropological view of multicultural education. It will help students better understand students in culturally diverse classrooms as well as prepare them to teach about cultural diversity. This class examines several cultures but is particularly interested in American Indians of North Dakota. Those original groups include: Lakota, Dakota, and Nakota, Chippewa, and the three affiliated tribes: Mandan, Hidatsa, and Arikara (see attached sample syllabus [TL 433](#)).

#### Assessments/Results

1. Critical Task: Multicultural Teaching is submitted and assessed in LiveText, an on-line data management system. This Critical Task is a research paper based upon an issue in multicultural education. The paper includes a lesson plan which is assessed to determine candidates’ ability to apply what they have learned related to diversity. The task was piloted in the spring of 2007 and assessed formally for the first time in the fall of 2007.

### **Initial Programs Critical Task Assessment Results for Multi-Cultural Teaching**

**Fall 2007 N=90**

<b>Teaching &amp; Learning Standards</b>	<b>Does Not Meet</b>	<b>Fulfills Expectations</b>	<b>Exceeds Expectations</b>
1.2 Teacher candidate uses tools of inquiry to develop content knowledge.	13%	56%	30%
1.3 Teacher candidate selects content to encourage diverse perspectives.	13%	53%	33%
6.2 Teacher candidate uses language to promote learning (e.g., use questioning skills, discussion techniques, delivery style, nonverbal cues).	14%	56%	29%

6.3 Teacher candidate uses media and technology as effective learning and communication tools.	13%	36%	30%
6.6 Teacher candidate's communication skills facilitate partnerships with students, families and colleagues.	15%	52%	32%

Standards 1.3 and 6.6 especially target candidates knowledge and dispositions related to diversity. As indicate in the table 84%-86% of candidates meet or exceed expectations in these categories.

2. Mid-Term Showcase: Candidates work in pairs to create a showcase of a culture that includes engaging hands on learning activities.

Fall 2007	Multicultural Ed				
TL433: Section 1: Midterm Showcase Scores	A	B	C	D	F
N = 30	# 30 100%	0%	0%	0%	0%

3. Native American Reservation Field Trip: The class participates in a field trip, to an American Indian reservation school K-12. Each candidate is expected to write a 3-5 page paper reflecting on the field experience. At a minimum, the student should provide answers to the following questions after the field experience: (a) What does education and learning experiences mean to these students; (b) Is the educational system ensuring that the diverse needs of those students are met?

The field trip reflection assessment rubric covers three areas:

- (a) Focus (i.e. relevant, specific and clear response to the above questions....10 points);
- (b) Perspective (i.e. the student reflects on the field trip from a diverse/multiple perspective...10 points );
- (c) Language/Grammar (i.e., the students uses appropriate diversity terminology/ language as well as correct grammar...5 points).

TL 433 Section 1:Fall 2007	A	B	C	D
Field Trip Reflection Scores (N=30)	#26 87%	#4 13%	#0	#0

### Student Work Samples

1. For candidate work related to the critical task (#1 above), please click on the any of the documents below:

- [Sample 1](#) Does Not Meet Expectations
- [Sample 2](#) Meets Expectations
- [Sample 3](#) Exceeds Expectations

2. A variety of student work samples related to the showcase will be available in the hard copy exhibit room.

## *Advanced Programs*

### Opportunity to Address/Meet Standard

**EFR 506: Multicultural Education:** Candidates who have not taken T&L 433 as undergraduates are encouraged to take this course. As described in the catalog the course is a “review of the conceptual, historical, and theoretical aspects of multicultural education. A major goal will be to provide educators with the processes for incorporating multicultural education into their own education environments to meet the needs of their culturally diverse students and to increase the cultural awareness and sensitivity of all students. North Dakota/Native American issues are primary elements of this course” (pg.249). (Also, see attached sample syllabi: [EFR 5061](#); [EFR5062](#)).

### Assessments/Results:

#### Course Grades

Sections 1-4: SU, 2007					
Course EFR 506: Multicultural Education	A	B	C	D	F
N=28	# 26 93%	#1 3.5%	#0 %	#0 %	#1 3.5%

As indicated by the majority of A’s and B’s in the chart above, candidates taking this course met or exceeded course goals.

## ***STRATEGIES FOR TEACHING AND ASSESSING DIVERSE LEARNERS***

### *Initial Programs*

### Opportunity to Address/Meet Standard

**T&L 315: Education of Exceptional Students:** All candidates in our Early Childhood Education, Elementary Education and Middle Level programs are required to take this course(see attached syllabus [T&L 315](#)).

Course Description: “An orientation course, especially for classroom teachers, stressing the identification, characteristics and educational problems of exceptional children” (college catalog p.184).

**TEAM Methods:** Candidates in Elementary Education, Early Childhood Education and Middle Level Education take a series of methods related courses that require them to demonstrate an ability to accommodate instruction for students with special needs. Initially, candidates are presented with a case of a virtual student. They view a video and review an IEP and create a lesson plan with accommodations for this student ([see IEP of Nathan](#)). Next,



candidates complete a 60-hour field experience. They select a lesson for assessment that includes accommodations for one or more students in their field experience setting.

**Integration of Special Needs:** The secondary education program has developed an integrated approach to guide candidates' knowledge about and skill in teaching diverse learners (see [Integration of Special Needs within the Secondary Education Program](#) document).

## Assessments/Results

### Course Grades

Fall 06 - Spring 07					
Course TL 315: Education of Exceptional Students	A	B	C	D	F
N=197	#148 75%	#34 18%	#7 3%	#4 2%	#4 2%

Over 93% of candidates from spring 2006 to fall of 2007 met or exceeded expectations related to the content of TL315 as demonstrated by the percent of A's and B's awarded.

**TEAM Methods:** Candidates development and implement a lesson plan and during the 60 hour field experience tied to the methods semester that is submitted and assessed in LiveText, an on-line data management system. INTASC Standard 3 and Program Standard 3.1 are assessed to determine candidates' abilities to accommodate all learners needs. Results from fall 2006-spring 2007 are presented in the table below:

Standard: 3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs	Not Met	Met	Exceeds
Fall 2006	6.4%	70.2%	23.4%
Spring 2007	13.8%	74.2%	12%

During the 2006-2007 academic year 87.2%-94.6% of candidates met or exceeded the standard related to adapting instruction. The faculty reviewed data in May of 2007 and were disappointed in the lower results in the spring semester. It was at this point that the case of Nathan was developed for implementation in the fall of 2007. We hope to see improvements during the 07-08 academic year.

**Integration of Special Needs:** Candidates development and implement a lesson plan and during the 60 hour field experience tied to the methods semester that is submitted and assessed in LiveText, an on-line data management system. INTASC Standard 3 and Program Standard 3.1 are assessed to determine candidates' abilities to accommodate all learners needs. The Lesson Plan for secondary programs is submitted and scored only in the fall since this is when the methods courses are offered. At the time of this report, no results are available. Results for fall 2007 will be available in the spring of 2008.

**Student Teaching Evaluations:** Mid-term and final evaluations during the student teaching semester provide additional evidence that candidates in all of our programs address the needs of diverse learners in their classrooms. Cooperating Teachers and University Supervisors complete these evaluations at mid and end term during the student

teaching semester. The results for candidates' in the area of exceptionalities in the fall 2006 and spring 2007 are presented in the table below:

INTASC Standard 3: Teacher candidate plans and adapts instruction for individual needs								
	Mid Term N = 86				Final N =86			
Fall 06-Spring 07	Deficient	Developing	Proficient	Not Observed	Deficient	Developing	Proficient	Not Observed
All Programs	0%	30%	58%	12%	0%	10%	75%	15%

As noted in the evaluations 85%-88% of candidates during student teaching are able to adequately address this standard. In addition, 20% of candidates moved from the developing to proficient category by the end of the their student teaching assignment.

### *Advanced Programs*

#### Opportunity to Address/Meet Standard

**EFR 506: Multicultural Education:** Candidates who have not taken T&L 433 as undergraduates are encouraged to take this course. The emphasis of the course may vary dependent upon the semester. For example, in the summer of 2007 one section of EFR 506 emphasized issues in special education within the context of the multicultural framework (see syllabus [EFR 506](#)).

#### **Assessment /Analysis**

##### Course Grades

Course	A	B	C	D	F
EFR 506: Multicultural Education: Sec3: SU, 2007 N=14	#12 86%	#1 7%	# 0%	# 0%	#1 7%

As indicated by the majority of A's and B's in the chart above, candidates taking this course met or exceeded course goals.

Other important diversity aspects are part of the curriculum in the required courses of [EFR 500](#): Philosophical Foundations of Education, [TL 540](#): Philosophies and Theories of Curriculum, and [TL 542](#): Models of Teaching. In addition, the candidate is required to take an additional three credits of foundations. Typically, they are advised to take [EFR 505](#): Social Foundations of Education or [EFR 507](#) Gender and Education; in either of these latter two courses, candidates study multicultural education, diversity education, and socioeconomic aspects related to access, equality, and equity.

**TL 590 ST: Children's Literature in the Classroom.** In this course, candidates in the reading specialist and elementary education advanced programs read multicultural literature and critique literature used in classrooms to determine its resonance with all students. Further, students complete projects which explore Native American Literature. The syllabus for [TL590ST](#) states the following goal:

- Expand your knowledge of the wealth of literature available for diverse children in classrooms (NBPTS #2)

The goal is met through reading and discussing articles and children's literature and by assignments. Sample readings and assignments are provided to illustrate candidate experiences.

Sample articles on diverse learners (cultural, racial, gender, socioeconomic)

- Enteneman, J., Murnen, T. J., & Hendricks, C. (2005). Victims, bullies, and bystanders in K-3 literature. *The Reading Teacher*, 59, pp. 352-364.
- Livingston, N. & Kurkjian, C. (2005). Circles and celebrations: Learning about other cultures through literature. *The Reading Teacher*, 58, pp. 696-703.
- Louie, B. L. Guiding principles for teaching multicultural literature. *The Reading Teacher*, 59, pp. 438-448.
- Wason-Ellam, L. (1997). "If only I was like Barbie." *Language Arts*, 74(6), pp. 430-437.
- Yenika-Agbaw, V. (1997). Taking children's literature seriously: Reading for pleasure and social change. *Language Arts*, 74(6), pp. 446-453.

Multicultural and gender-based literature assigned for the course and read by candidates:

- Curtis, C. P. (1995). *The Watsons Go To Birmingham*. Yearling. ISBN: 0440414121
- DiCamillo, K. (2000). *Because of Winn-Dixie*. Scholastic. ISBN: 043925051X
- Erdrich, L. (1999). *The Birchbark House*. Scholastic. ISBN: 0439203406
- Munsch, R. (1980). *The Paper Bag Princess*. Annick Press. ISBN: 0920236162
- Ryan, P. M. (2000). *Esperanza Rising*. Scholastic.

Artifacts supplied to illustrate multicultural course experiences are listed here and supplied for perusal.

- PowerPoint by candidate—[Contemporary Native Americans and Literature](#)
- Character Comparison between Esperanza in *Esperanza Rising* and Opal in *Because of Winn-Dixie*
- Key Discussant Grade Report on *Birchbark House* with bibliography of Native America book resources and teaching ideas
- [Multicultural Book Analysis](#)

**TL 590 ST: Writing in the Elementary School Classroom.** In part this course is designed to increase candidates' ability to effectively teach diverse children to write, respecting development, culture, gender, and individuality. Though meeting a goal such as this is integrated throughout the semester, specific course readings and activities are devoted to the goal. Readings on gender and writing, specifically paying attention to boys, and culturally conscious writing instruction is also addressed. Multicultural and gender-based readings include the following:

- Dworin, J. E. (2006). The family stories project: Using funds of knowledge for writing. *The Reading Teacher*, 59(6), 510-520.
- Dyson, A. H. (1998). Fold processes and media creatures: Reflections on popular culture for educators. *The Reading Teacher*, 51(5), 392-402.
- Fletcher, R. (2006). Boy writers: Reclaiming their voices. (Chapter 10). Portland, ME: Stenhouse Publishers.
- Fu, D. & Shelton, N.R. (2007). Including students with special needs in a writing workshop. *Language Arts*, 84(4), 325-336.
- Newkirk, T. (2000). Misreading masculinity: Speculations on the great gender gap in writing. *Language Arts*, 77(4), 294-300.

- Rubin, R. & Carlan, V. G. (2005). Using writing to understand bilingual children's literacy development. *The Reading Teacher*, 58(8), 728-739.

One artifact supplied to illustrate linguistic/cultural study of writers is a whole class effort to identify ways to support ELLs in the writing classroom. Candidates reviewed numerous books and articles, identified resources, and gleaned specific practical ideas for supporting young writers. The series of charts that evolved from that activity are supplied as an example of the type of learning event that is integrated in the course to learn about supporting multicultural learners in writing.

### *Programs for Other School Professionals*

In addition to the instruction and assessment in the above programs, the following coursework in Educational Leadership and School Counseling attend to multicultural and diversity issues.

## **Educational Leadership:**

### Opportunity to Address/Meet Standard: Courses

[EDL 514](#): Personnel, Supervision, and Staff Development: Various in-depth discussions regarding diversity occur (e.g., Native American and the BIA system). EDL 516 Policy and Educational Finance: Candidates conduct research on various schools, locations, and issues. An example of a research project may be an exploration of the funding for a Native American school.

[EDL 519](#): The Principalship: Principals from various schools (including Indian Reservations) discuss the complexity of education and how it affects students, teachers, and communities.

[EDL 501](#): Leadership, Planning, and Organizational Behavior: Studies include shaping school culture, addressing individual and group needs, setting goals and priorities according to the context of the community.

[EDL 511](#): Personal Communications and Ethics: Discussions are held on how culture, age, and socioeconomics influences education.

### Assessments Include:

Exams  
Research Papers  
Portfolios

## **School Counseling:**

### Opportunity to Address/Meet Standard: Courses

[Coun 518](#): Group Theory and Process: Addresses the principles and practices of support, task, psycho-educational, and therapeutic groups with various populations in a multicultural context. Includes study of professional issues relevant to group processes, involves participation and leading group experiences.

[Coun 531](#): Psychology of Women, Gender, and Development: This course presents current research and trends in developmental theory, particularly theories pertaining to

psychological development of women and men. Issues such as abuse, ageism, depression, eating disorders, emotional experience and expression, heterosexism, feminism, and multiculturalism will be examined as related to the practice of psychology. Learning methods include writing, music, film, group discussion and creative projects.

[Coun 532](#): Multicultural Counseling: “This course offers an introduction to counseling theories and interventions appropriate for American ethnic and non-ethnic minority clients. The values suppositions of various cultural groups will be examined”(college catalog p. 24).

Assessments Include:

Papers

Exams

Presentations

Counselor Preparation Comprehensive Examination (CPCE)

Student Internship Evaluation Forms



**CURRICULUM EXHIBIT FORM ADVANCED PROGRAMS**  
**EDUCATION STANDARDS AND PRACTICES BOARD**  
 SFN 52214 (05/06)



Institution: University of North Dakota		Major: Counseling
Credits required for degree: 51-53		Date form completed: 12-1-07
Credits are: (check one) <input checked="" type="checkbox"/> Semester hours <input type="checkbox"/> Quarter hours		
Check one: <input checked="" type="checkbox"/> Masters Level <input type="checkbox"/> Specialist Level <input type="checkbox"/> Doctoral Level		
<b>Program Requirements:</b>		
<b>Scholarly Tools Requirements</b>	<b>Specialty Area Requirements</b>	<b>Programs Options/Cognate Criteria</b>
COUN 515 Methods of Research (3)	Prerequisite to Admission 20 SH of coursework in the behavioral sciences at the undergraduate level.	
COUN 516 Research Lab (1)	COUN 501 Ethics in Counseling (3)	
COUN 997 Independent Study (2-4)	COUN 510 Counseling Methods (3)	
	COUN 517 Psychological Testing (3)	
	COUN 518 Group Theory & Process (3)	
	COUN 519 Career Counseling (3)	
	COUN 522 Mgmt. of School Counseling Programs (2)	
	COUN 523 Elementary School Counseling (2)	
	COUN 524 Middle School Counseling (2)	
	COUN 525 Secondary School Counseling (2)	
	COUN 530 Theories of Counseling, Personality and Development (3)	
	COUN 531 Psychology of Women, Gender and Development (3)	
	COUN 532 Multicultural Counseling (3)	
	COUN 533 Couples and Family Counseling (3)	
	COUN 581 Counseling Practicum (4)	
	COUN 589 School Counseling Internship (6)	
<b>6-8Credits Total</b>	<b>45 Credits Total</b>	<b>0Total</b>

## **INDEX TO APPENDICES**

- Appendix A: Course Number/Catalog Description for All Required Courses
- Appendix B: Syllabi for all Required Courses in Ascending Order of Course Numbers
- Appendix C: Internship Evaluation Form – All Items
- Appendix D: Summative Chart: Counselor Preparation Comprehensive Exam – School Counseling Student Results 2004-2007
- Appendix E: Additional Documentation Pertaining to Standard 1
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## Appendix A: Course Number, Catalog Descriptions for Required Courses

### COURSE DESCRIPTIONS – CATALOG

#### Graduate Program Requirements

COURSE	NAME	CATALOG DESCRIPTION
501	Ethics in Counseling	3 credits. Focus will be on the Code of Ethics and Standard of Practice of the American Counseling Association and corresponding ethics codes for subspecialties within the counseling profession. Students will learn to interpret these codes and apply them to their professional practice.
510	Counseling Methods	3 credits. Two training components are combined to provide an intensive prepracticum experience. The didactic component introduces the basic interviewing and active listening skills; a laboratory component provides practice in the practical application of those skills in simulated counseling interviews.
515	Methods of Research	3 credits. Methods and procedures of research development, design and analysis related to counseling and behavioral science. Experience in formulating and developing an individual research project. Considers research ethics and protection of human participants.
516	Counseling Research Laboratory	1 credit. Introduces basic procedures in analysis of counseling research data. Topics including data coding, data entry and use of statistical packages are presented in an individualized manner.
517	Assessment in Counseling	3 credits. Develop ethical, culturally competent, and psychometrically sound counseling assessment and test interpretation skills. Apply principles of counseling assessment to selected instruments in the areas of personality; career interests; educational and occupational achievements; and intellectual functioning and aptitudes.
518	Group Theory and Process	3 credits. Addresses the principles and practices of support, task, psycho-educational, and therapeutic groups with various populations in a multicultural context. Includes study of professional issues relevant to group processes, Involved participation and leading group experiences.
519	Career Counseling	3 credits. An introduction to the psychology of careers and to the practice of career counseling. Career development theories, occupational classification systems, assessment instruments, and the used of occupational information for career education and life planning are included. Career counseling strategies for use wit diverse population are introduced.
530	Theories of Counseling, Personality and Development	3 credits. Study and analysis of counseling interventions based on different theoretical models, emphasizing personality and human development. Course involved viewing video tapes of simulated or actual counseling sessions, role play demonstrations, and role played practice of various theoretically based counseling interventions.
522	Management of School Counseling Programs	2 credits. Study of the organization and administration of counseling programs in school settings, including foundations of program development and evaluation. Characteristics of effective school counselors. Consideration of professional and ethical concerns in school counseling.
523	Elementary School Counseling	2 credits. Exploration of models of elementary counseling and examination of counseling materials in implementing a counseling program.
524	Middle School Counseling	2 credits. Exploration of models of middle school counseling and examination of counseling materials in implementing a middle



		school counseling program.
525	Secondary School Counseling	2 credits. Exploration of models of secondary school counseling and examination of counseling materials in implementing a secondary school counseling program.
531	Psychology of Women, Gender, and Development	3 credits. This course presents current research and trends in developmental theory, particularly theories pertaining to psychological development of women and men. Issues such as abuse, ageism, depression, eating disorders, emotional experience and expression, heterosexism, feminism, and multiculturalism will be examined as related to the practice of psychology. Learning methods include writing, music, film, group discussion and creative projects.
532	Multicultural Counseling	3 credits. This course offers an introduction to counseling theories and interventions appropriate for American ethnic and non-ethnic minority clients. The values suppositions of various cultural groups will be examined. In-class group experience is included.
533	Couples and Family Counseling	3 credits. An introduction to the major theories of couples and family counseling and their associated interventions. A combination of readings, lecture, discussion, demonstrations and role-plays will be used.
581	School Counseling Practicum	4 credits. Introduction to counseling practice in a school setting. Emphasis on development, improvement, and evaluations of counseling relationships. Develop skills in applying role of counselor to school environment. Interview skills in counseling practice with live supervision.
589	School Counseling Internship	3 to 4 credits (up to 8 total). Professional practice in counseling assessment, consultation, teaching, or research in a school counseling setting. Supervision must meet criteria established by the department and the Graduate School.
997	Independent Study	2 credits.

**Appendix B: Syllabi for all Required Courses in Ascending Order of Course Numbers**  
(See links for courses on page 3 of the report)

**Appendix C: Internship Evaluation Form**  
**All Items with Reference # in Right Column**

**Student Evaluation**  
**Student Name** \_\_\_\_\_ **Date of Midterm / Final Evaluation** \_\_\_\_\_

Need more information N	Requires remediation 1	2	3	Meets expectations 4	5	6	Exceeds expectations 7
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**A. Baseline Competencies: Skills, Attitudes and Knowledge that students should possess at the Novice level prior to their practicum training experience:**

Before beginning Practicum, students need to possess and demonstrate a set of basic personal and intellectual skills, attitudes and values, and a core of professional knowledge. This core knowledge and these skills, attitudes and values are baseline competencies of the professional counselor. The Department of Counseling faculty has determined that it is inappropriate to undertake formal clinical professional training with students who have not acquired these skills.

**1. Personality Characteristics, Intellectual and Personal Skills**

a) Interpersonal skills: ability to listen and be empathic with others; respect for/interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc. These skills include verbal as well as non-verbal domains. <i>An interpersonal skill of special relevance is the ability to be open to feedback.</i>	<b>1</b>
b) Cognitive skills: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity and flexibility.	<b>2</b>
c) Affective skills: affect tolerance; tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty.	<b>3</b>
d) Personality/Attitudes: desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behavior; personal courage.	<b>4</b>
e) Expressive skills: ability to communicate one's ideas, feelings and information in verbal, non-verbal and written forms.	<b>5</b>
e) Reflective skills: ability to examine and consider ones own motives, attitudes, behaviors and one's effect on others.	<b>6</b>
f) Personal skills: personal organization, personal hygiene, appropriate dress.	<b>7</b>

**2. Knowledge from classroom experience:**

<b><u>a) Intervention</u></b>	
i) Training in basic clinical skills, such as empathic listening, framing problems, etc. <sup>1</sup>	<b>8</b>
<b><u>b) Ethical &amp; Legal</u></b>	

<sup>1</sup> See p. 7 for Basic Helping and Procedural Skills Assessment Form.

i) Principles of ethical practice and decision making (ACA, 2005)	<b>9</b>
ii) Legal knowledge related to the practice of psychology [ Federal (e.g., HIPAA), State law]	<b>10</b>
<u>c) Individual and Cultural Difference (ICD)</u>	
i) Knowledge and understanding of the principles and findings related to ICD as they apply to professional psychology.	<b>11</b>
ii) Understanding of one's own situation (e.g., one's ethnic/racial, socioeconomic, gender, sexual orientation; one's attitudes towards diverse others) relative to the dimensions of ICD (e.g., class, race, physical disability etc.).	<b>12</b>
iii) Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues, etc.).	<b>13</b>

<b><u>B. Description of Skills Leading to Competencies that are Developed During the Practicum Experience</u></b>	
<p><u>1. Relationship/Interpersonal Skills</u></p> <p>The ability to form and maintain productive relationships with others is a cornerstone of professional counseling. Productive relationships are respectful, supportive, professional and ethical. Professional counselors should possess these basic competencies when they first begin their clinical training. Although the ability to form such relationships is grounded in basic skills that most students will have developed over the course of their lives to date, helping the student hone and refine these abilities into professional competencies in the clinical setting is a key aim of the practicum.</p> <p>In particular, the practicum seeks to enhance students' skills in forming relationships:</p>	
a) With clients/families:	
i) Ability to take a respectful, helpful professional approach to clients/families.	<b>14</b>
ii) Ability to form a working alliance.	<b>15</b>
iii) Ability to deal with conflict, negotiate differences.	<b>16</b>
iv) Ability to understand and maintain appropriate professional boundaries.	<b>17</b>
b) With colleagues:	
i) Ability to work collegially with fellow professionals.	<b>18</b>
ii) Ability to support others and their work and to gain support for one's own work.	<b>19</b>
iii) Ability to provide helpful feedback to peers and receive such feedback nondefensively from peers.	<b>20</b>
c) With supervisors, the ability to make effective use of supervision, including:	

i) Ability to work collaboratively with the supervisor. Collaboration means understanding, sharing and working by a set of common goals for supervision.	<b>21</b>
ii) Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from and dependency on supervisors.	<b>23</b>
iii) Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary.	<b>24</b>
d) With support staff	
i) Ability to be respectful of support staff roles and persons.	<b>25</b>
e) With teams at clinic:	
i) Ability to participate fully in team's work.	<b>26</b>
ii) Ability to understand and observe team's operating procedures.	<b>27</b>
f) With community professionals:	
i) Ability to communicate professionally and work collaboratively with community professionals.	<b>28</b>
g) For the practicum site itself:	
i) Ability to understand and observe agency's operating procedures.	<b>29</b>
ii) Ability to participate in furthering the work and mission of the practicum site.	<b>30</b>
iii) Ability to contribute in ways that will enrich the site as a practicum experience for future students.	<b>31</b>

## 2. Psychological Diagnostic Skills

Assessment is a fundamental competency for counselors, and it includes comprehensive and integrated assessment from the initial interview, psychological testing, intervention and the evaluation of the outcome of counseling service. A foundation of knowledge and skill is needed for assessment in counseling.

a) Ability to utilize systematic approaches to gathering data to inform clinical decision making.	<b>32</b>
b) Knowledge of psychometric issues and bases of assessment methods.	<b>33</b>
c) Knowledge of issues related to integration of different data sources. Ability to integrate assessment data from different sources for diagnostic purposes.	<b>34</b>
d) Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches.	<b>35</b>
e) Capacity for effective use of supervision to implement and enhance skills.	<b>36</b>

## 3. Intervention Skills

Intervention includes preventive, developmental and remedial interventions. Intervention and Assessment are two fundamental operational competencies for counselors, and they are typically the major focus of practicum training. The mention below of competencies in empirically supported practice is not intended

to restrict the range of training to a particular domain of interventions; competencies in treatment approaches based on other traditions, including “empirically supported relationships”, are highly valued by many, and are intended to be included in sections “a-c” and “g-i” below.	
a) Ability to formulate and conceptualize cases, incorporating personality and developmental theory.	<b>37</b>
b) Ability to plan treatments within a theoretical framework.	<b>38</b>
c) Ability to implement intervention skills, covering a wide range of developmental, preventive and “remedial” interventions, including counseling, psycho educational interventions,	<b>39</b>
d) crisis management and psychological/psychiatric emergency situations, depending on the focus and scope of the practicum site.	<b>40</b>
e) Knowledge regarding counseling theory, research and practice.	<b>41</b>
f) Knowledge regarding the concept of empirically supported practice methods and relationships.	<b>42</b>
g) Knowledge regarding specific empirically supported treatment methods and activities.	<b>43</b>
h) Ability to apply specific empirically supported treatment methods (e.g., CBT, empirically supported relationships).	<b>44</b>
i) Assessment of treatment progress and outcome.	<b>45</b>
j) Linking concepts of therapeutic process and change to intervention strategies and tactics.	<b>46</b>
k) Effective use of supervision to implement and enhance skills.	<b>47</b>

<p><u>4. Consultation Skills/Interprofessional Collaborations:</u></p> <p>Exposure to consultation practice will prepare students for many professional opportunities. Competencies in this domain include:</p>	
a) Knowledge of the unique client care roles of other professionals.	<b>48</b>
b) Ability to effectively relate to other professionals in accordance with their unique patient care roles.	<b>49</b>
c) Understanding of the consultant’s role as an information provider to another professional who will ultimately be the patient care decision maker.	<b>50</b>
d) Capacity for dialoguing with other professionals which avoids use of psychological jargon.	<b>51</b>
e) Ability to implement a systematic approach to data collection in a consultative role.	<b>52</b>
f) Consultative reports are well organized, succinct and provide useful and relevant recommendations to other professionals.	<b>53</b>
<p><u>5. Diversity – Individual and Cultural Differences:</u></p> <p>Every competency listed in this document is thoroughly linked to matters of individual and cultural difference (ICD), including knowledge related to ICD, as well as awareness of, respect for, and appropriate action related to ICD. It is critical that practicum students begin to learn that culture influences the way that clients are perceived, the way that clients perceive the counselor, and that culture-centered practices may be more effective than practices developed for use with only one cultural group (e.g., European Americans). Practicum students need to know how individual and</p>	

cultural differences influence clients' recognition of a problem and appropriate solutions for that problem.	
Specific competency areas related to ICD are important to identify and train for include:	
a) Knowledge of self in the context of diversity (one's own beliefs, values, attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world).	<b>53a</b>
b) Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic populations)	<b>54</b>
c) Ability to work effectively with diverse others in assessment, treatment and consultation.	<b>55</b>
<p><u>6. Ethics:</u></p> <p>During the practicum, the student will build on coursework in ethical practice, developing individual, practical knowledge of ethical practice, including linkage of the ACA Ethics Code (ACA, 2005) to behavior and decision making in actual clinical settings. In addition, students should increase and apply their understanding of legal standards (state and federal, e.g., HIPAA) and ACA practice guidelines. Note that each of the domains described in this document is expected as a matter of course to be grounded in ethical practice.</p> <p>More specifically, during practicum training the student will work to develop the following ethical competencies:</p>	
a) Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations and case law relevant to the practice of counseling.	<b>56</b>
b) Recognize and analyze ethical and legal issues across the range of professional activities in the practicum setting.	<b>57</b>
c) Recognize and understand the ethical dimensions/features of his/her own attitudes and practice in the clinical setting.	<b>58</b>
d) Seek appropriate information and consultation when faced with ethical issues.	<b>59</b>
e) Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student).	<b>60</b>
f) Evidence commitment to ethical practice.	<b>61</b>
<p><u>7. Professional Development:</u></p> <p>Practicum training is a key experience in professional development for the novice counselor. Certain central features that characterize professional development in later professional life are a particular focus during the practicum, and serve as a foundation for continuing professional development. These can be gathered under the heading of:</p>	
<p><u>a) Practical Skills to Maintain Effective Clinical Practice</u></p> <p>The student will develop practical professional skills such as</p>	
i) Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments.	<b>62</b>
ii) Developing an organized, disciplined approach to writing and maintaining notes and records.	<b>63</b>
iii) Negotiating/managing fees and payments.	<b>64</b>

iv) Organizing and presenting case material; preparing professional reports for health care providers, agencies, etc.	<b>65</b>
v) How to self-identify personal distress, particularly as it relates to clinical work.	<b>66</b>
vi) How to seek and use resources that support healthy functioning when experiencing personal distress.	<b>67</b>
vii) Organizing one's day, including time for notes and records, rest and recovery etc.	<b>68</b>
These features may be considered to be a focal subset of a broader group of skills related to the clinician's professional development that will continue throughout the career. This broader group includes:	
<u>b) Professional Development Competencies</u>	
i. Critical thinking and analysis.	<b>69</b>
ii. Using resources to promote effective practice (e.g., published information, input from colleagues, technological resources).	<b>70</b>
iii. Responsibility and accountability relative to one's level of training, and seeking consultation when needed.	<b>71</b>
iv. Time management.	<b>72</b>
v. Self- awareness, understanding, and reflection.	<b>73</b>
vi. Self-care.	<b>74</b>
vii. Awareness of personal identity (e.g., relative to individual and cultural differences).	<b>75</b>
viii. Awareness of one's own beliefs and values as they relate to and impact professional practice and activity.	<b>76</b>
ix. Social intelligence; ability to interact collaboratively and respectfully with other colleagues.	<b>77</b>
x. Willingness to acknowledge and correct errors.	<b>78</b>
xi. Ability to create and conduct an effective presentation.	<b>79</b>
C. Metaknowledge/Metacompetencies – Skilled Learning	



The training program should help students begin on the path of reflective understanding and knowledge about their own knowledge and competencies.

A broadly drawn definition characterizes metaknowledge as *knowledge about knowledge – knowing what you know and what you don't know*. Metaknowledge includes being aware of the range and limits of what you know; knowing your own intellectual strengths and weaknesses, how to use available skills and knowledge to solve a variety of tasks, how to acquire new or missing skills, or being able to judge that a task can't be done with current knowledge. Metacompetencies similarly refer to the ability to judge the availability, use and learnability of personal competencies. The development of metaknowledge and metacompetencies depends on self-awareness, self-reflection and self-assessment (Weinert, 2001).

For counselors and psychologists, this would include:

a) Knowing the extent and the limits of one's own skills; learning the habit of and skills for self-evaluation of clinical skills.	<b>80</b>
b) The ability to use supervision, consultation and other resources to improve and extend skills (note the related relationship competence – to work collegially and responsively with supervisors).	<b>81</b>
c) Knowledge of the process for extending current skills into new areas.	<b>82</b>
d) Knowledge of the epistemologies underlying various aspects of clinical practice (e.g., assessment, diagnosis, treatment).	<b>83</b>
e) Commitment to life-long learning and quality improvement.	<b>84</b>
f) Awareness of one's identity as a counselor: an aspect and reflection of metaknowledge that is role specific, knowing what one knows and can do (and should do) as a counselor.	<b>85</b>

## Basic Helping and Procedural Skills Assessment Form

### Basic Helping Skills

1. Ability to demonstrate active attending behavior.	
2. Ability to listen to and understand nonverbal behavior.	
3. Ability to listen to what client says verbally, noticing mix of experiences, behaviors and feelings.	
4. Ability to understand the client's point of view.	
5. Ability to identify themes in client's story.	
6. Ability to respond with accurate empathy.	
7. Ability to ask open-ended questions.	
8. Ability to help clients clarify and focus.	
9. Ability to balance empathic response, clarification, and probing.	
10. Ability to assess accurately severity of client's problems.	
11. Ability to establish a collaborative working relationship with client.	
12. Ability to paraphrase client's statements.	
13. Ability to summarize client's statements.	
14. Ability to reflect on client's feelings.	
15. Ability to explore the counselor-client relationship.	
16. Ability to identify inconsistencies between client's story and reality and then use confrontation effectively.	
17. Ability to identify and challenge unhealthy or distorted thinking or behavior.	
18. Ability to provide feedback to peers.	
19. Ability to share information appropriately (psychoeducation)	
20. Ability to share constructively some of own experiences, behaviors, and feelings through self-disclosure with clients.	
21. Ability to assess client's strengths and resources, and encourage client's to use these assets in problem solving.	
22. Ability to help clients set goals and move toward action in problem solving.	
23. Ability to understand and facilitate decision making.	
24. Ability to recognize and manage client reluctance and resistance.	
25. Ability to help clients explore consequences of the goals they set.	
26. Ability to help clients sustain action in direction of goals.	
27. Ability to help clients review and revise, or recommit to, goals based on new experiences.	
<b>Procedural Skills</b>	
28. Ability to open session smoothly, including providing informed consent.	
29. Ability to close session smoothly, including providing summary statement of the session.	

## Appendix D: Summative Chart: Counselor Preparation Comprehensive Exam – School Counseling Student Results 2004-2007

Counselor Preparation Comprehensive Examination									
	HGD	SCF	HR	GW	CLD	A	RPE	PO	Total
SC (Distance Student)	12	14	13	12	8	13	13	12	97
ML	9	10	12	14	11	10	12	14	92
JM	12	10	10	11	12	8	14	12	89
JN	10	13	15	11	14	10	12	12	97
AH	15	14	11	11	9	11	12	15	98
JM	13	12	12	15	10	13	13	17	105
AN	11	11	14	16	8	11	11	16	98
HL	16	9	13	16	13	13	12	14	106
LC	13	13	13	13	11	12	12	13	100
Maximum Possible	17	17	17	17	17	17	17	17	136
Mean	11.47	11.25	11.42	11.60	9.57	9.75	10.81	12.46	88.33
Standard Deviation	2.19	2.06	1.89	2.36	2.06	2.05	2.42	2.07	10.79

### Definitions:

HGD	Human Growth and Development
SCF	Social and Cultural Foundations
HR	Helping Relationships
GW	Group Work
CLD	Career and Lifestyle Development
A	Appraisal
RPE	Research and Program Evaluation
POE	Professional Orientation & Ethics

**Appendix E: Additional Documentation Pertaining to Standard 2**  
**STUDENT WORK SAMPLE 510**

<p>Summary Experience Transcript 12/11/06</p> <p>T: Therapist C: Client</p> <p>T: Umm it kinda sounds like you are a little fearful about your future if you were to pick one place over another. C: Mhhmm T: Could you go into that a little more? C: I'm fearful because if lets say we move back to Florida again where does that leave my family? Um and I'm fearful of what if he gets a great job in Grand Forks and we don't move, what does that mean for his family? T: Ok so obviously family plays a large role in your life and I'm going to assume that its very important to him too since that's been brought up several times. Um how does that affect you? C: Um family is actually a big deal right now because well and I'm gonna try to remember both aspects and I'm gonna talk about two things. Umm first thing is that I was born and raised in Grand Forks, my family lives here, my uncles live here, my aunt lives here and that's how I was raised. Raised with cousins you know? Obviously I am deep rooted in my family I am centered in my family so that's one thing I think of when I think about leaving. And the other issue I'm having is that um my family meaning my parents and his parents are taking two totally different perspectives on us right now. My parent's mentality is Kaylyn wherever you find a job please go and we will come to you and you can come to us, but that's fine with us we will come to you. Nick's parents on the other hand I'm getting the sense they are more resenting this move. They know Nick can have a job in Florida and they resent it and</p>	<p>Summary and reflection of feeling (Fairly effective, used to draw out underlying feelings)</p> <p>Open question (Effective in drawing out more information).</p> <p>Summary, reflection of meaning, and open ended question. (Effective in accurately representing client's beliefs, somewhat effective in establishing importance of situation for client).</p>
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<p>so there is such a difference of opinion between the two families that I have that weighing on me as well.</p> <p>T: That must be a lot for you to have you future inlaws or you view them as possibly resenting you?</p> <p>C: Yeah</p> <p>T: How are you dealing with that?</p> <p>C: (Sigh) I try to make the most of it. Like when I see them, which I don't see them very much obviously I try to kind of, I'm not fake like I'm always Kaylyn, but I always try to present the best that I can to show them that no your son is not making a mistake, that you know I will be good to him and that I will you know do everything that I can. I don't want them to think that he's making a mistake but that's been an issue in our relationship for a while. It's not even between us because he sees it too and he tells me it's been kind of like me and him kind of at arms with them almost.</p> <p>T: So would it be pretty accurate to say your feeling hurt?</p> <p>C: It does hurt because I've said this to Nick, I feel like your parents would have much less of an issue with me if I was from Florida and I said I feel like where I was born and where I grew up is consistently held against me. Because I'm not from there, their not from there either, but they seem to forget that.</p> <p>T: That must be a lot for you.</p> <p>C: It is and I don't like it?</p> <p>T: You don't like it?</p> <p>C: No</p> <p>T: Can you expand on not liking it?</p> <p>C: I just don't want think I should have to deal with it I mean I know people have problems with their inlaws but they have never said to us ok were happy for you, congratulations. When we call them, we called them on a 3-way phone call told them we were getting married.</p> <p>T: Mhhmm</p> <p>C: No reaction.</p> <p>T: Mhhm</p> <p>C: His dad is a little more oh well that's</p>	<p>Paraphrase, reflection of meaning (Effective in establishing underlying feelings and validating client's feelings).</p> <p>Open question (Effective in gathering more information and getting the client to go deeper).</p> <p>Check in reflection of feeling (Effective in accurately reflecting client's feeling).</p> <p>Reflection of feeling (Effective in validating client's feeling).</p> <p>Closed question (Effective only in stating the obvious, could have gone straight into an open question</p> <p>Open question (Effective in drawing out more about client's feelings)</p> <p>Encourager (Effective, client felt heard)</p> <p>Encourager (Effective client felt heard)</p>
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<p>good but his mom there was nothing and I just, it hurts me because I feel like Nicks family means so much to him and then to have then and this attitude about us it must weigh on him and I worry about that.</p> <p>T: Ok so besides worrying about that how does this affect you personally?</p> <p>C: It makes me nervous. I get scared thinking about what if this does impact him how is that going to impact me in the relationship? What id maybe he starts to think well maybe my parents were right? Where does that leave me?</p> <p>T: So you also have a fear of losing him as well?</p> <p>C: I wouldn't go that far. I worry about them implementing doubt in his mind.</p> <p>T: Ok</p> <p>C: I don't worry about losing him. I know he would always be there for me and be with me but I worry about just this doubt in the back of his mind and what that will do to us and me.</p> <p>T: Ok so instead of seeing it as something that would cause an immediate decision you see it more as like a slow term kind of erosion type situation?</p> <p>C: Yeah, I just want to make him happy.</p> <p>T: Ok, what do you want for yourself?</p> <p>C: I want to be happy too. I feel like umm I just I think that umm if I knew that Nick was in this relationship and that he was completely happy and completely satisfied with where he was at and everything was ok for me too then I would be happy and that's what I want but at this point I feel like we need to sit with the ambiguity and just let it ride for now because this situation and this my parents in Grand Forks and his parents in Florida, me in Grand Forks, Nick coming to Grand Forks me being in school, all these variables there's nothing we can so about them right now.</p> <p>T: Mhmm.</p> <p>C: So I guess my biggest dilemma my biggest hard part about this is just riding it out and waiting and seeing.</p> <p>T: Ok so the loss of control is really</p>	<p>Open question (Effective in staying focused on the individual while still drawing out more of the story).</p> <p>Interpretation/check for accuracy (Not effective in this case but necessary to stay on same page with client).</p> <p>Encourager (Effective client felt heard).</p> <p>Paraphrase/check in (Mildly effective, here confrontation between incongruities would have been better.</p> <p>Open question (Effective in keeping client focused on herself while still expanding on her feelings).</p> <p>Encourager (Effective client felt heard).</p> <p>Summary (Effective in that the client felt I</p>
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<p>frustrating for you um I can see especially see that from previous sessions you've talked about really liking to have control over your life.</p> <p>C: Yeah, yeah I would really like this to all be resolved and one big happy family and but I realize that's naïve um I think that and this is not just me being optimistic I really do believe that things will be ok ya know? Umm his parents and I do have conflicts, but we get along for the most part I think everything is going to work out. I'm just feeling like there is no control right now and not knowing where things are going the only thing I know for sure right now is that Nick and I will be together and that is a pretty great sense of relief for me. But as far as where we are going to be two years from now and where he's gonna be working and what I'm going to be doing there's no control and it's driving me crazy.</p> <p>T: Would you like to talk more about it driving you crazy?</p> <p>C: I would like to talk more about this control issue that you've hit on now.</p> <p>T: Ok.</p> <p>C: It seems to be a reoccurring theme for, not having control.</p> <p>T: Ok.</p> <p>C: God I see it in every aspect of myself and even when what I brought in today I see it there too. Like the control over the money the control over where we'll be, the control over myself, my career, my job, my family. I don't even like riding in when someone else is driving cause I'm not in control.</p> <p>T: Ok</p> <p>C: I mean and it's a big deal for me, I feel like it affects my relationship.</p> <p>T: So are you concerned you are perhaps too controlling?</p> <p>C: Yes. I know I am too controlling, I wish I had a way to sit back from all that and like I said just let it ride and not try to grab the steering wheel and steer all the time.</p> <p>T: And this is a reoccurring issue for you</p>	<p>was listening, however I could have done some confrontation of this pattern of control at this point).</p> <p>Open Question (Effective in that it allowed the client to talk about what she wanted to talk about even though it was slightly off the mark).</p> <p>Encourager (Effective, client felt heard)</p> <p>Encourager (Effective, client felt heard).</p> <p>Encourager (Effective client felt heard).</p> <p>Closed question (Effective in getting a specific answer out of the client and establishing view of client on subject).</p> <p>Open question (Effective in continuing</p>
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how have you dealt with this issue in the past?	with the working process and preparing for confrontation).
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#### Case Notes

S: The client stated she was feeling guilty about controlling her relationship with her fiancé. The client also stated she wanted her fiancé to take more responsibility in the relationship, but that she had difficulty relinquishing the power. The client also stated concerns about the distance between her family and her fiancé's family. The client stated that family was very important to her and she did not want one family to be neglected with the distance issue. The client stated that she felt worried with her fiancé moving to North Dakota just for her and attempting to find a job. The client also talked about how she felt hurt because she felt her future in-laws resented her because she lives in North Dakota. The client also stated that she believed she had a recurring theme of need for control in her life. In addition to this the client also stated that while she wanted to give her fiancé more responsibility she also feared he might not be able to handle that responsibility. The client went on to explain that she knew this was irrational since her fiancé was fully competent, and she also stated that she was relieved when he told her he wanted to "wear the pants" in the relationship.

O: The client appeared calm and made good eye contact. At emotional points in the session the client's face did flush. The client was casually and appropriately dressed for the session.

A: The client appeared to have issues relinquishing control in her life. The client appears to have an ongoing pattern of control issues through her life. Throughout the counselors sessions with the client they have shown a strong sense of independence which could be related to this need for control. The client is currently struggling with her need for independence and control and her ideal goals for her relationship, which would be an equal share relationship.

P: The client's sessions have been concluded for the semester. Future sessions could address the clients incongruent views between her need for control and her desire to have an equal partnership with her fiancé.



## **Appendix F: Additional Documentation Pertaining to Standard 6 Research Proposal**

### **STUDENT WORK SAMPLE: Standard 6**

#### **515 METHODS OF RESEARCH**

##### **Independent Research Project Proposal Lit. Review**

##### **Evaluating the Relationship between School-Based Self Defense Programs, Self-Confidence, Self-Regulation, and Self Control**

While there have been many claims about martial arts self defense programs and how they build, self confidence, self-regulation, and self-efficacy there has been little research done on this topic in a school setting (Lakes and Hoyt 2004). The current study will investigate the relationship between a school based martial arts self defense program and children's, self-confidence, self-regulation, and self-efficacy. Unlike previous studies which have focused on women's self-defense this study will be investigating a school-based self-defense program. Previous research has indicated that children show increased self-regulation when participating in a traditional martial arts self defense program (Lakes and Hoyt 2004). Research also indicated a larger size effect for males than for females. One hypothesis about these results was that the martial arts instructor was male and children may be more likely to relate and emulate same sex role models (Bussey and Bandura 1984 as cited in Lakes and Hoyt 2004). The current study will investigate if there is a difference in gender effect size when a female instructor leads the self defense program along with the relationship between school-based self-defense programs, self-confidence, self-regulation, and self efficacy.

In another school-based self-defense program Lakes and Hoyt assessed participants on the basis of self-regulation. Self-regulation was evaluated in three different domains; cognitive, affective and physical. Self-regulation was defined by Baumeister's theory as "the process by

which the self alters its own responses, including thoughts, emotions, and behaviors (Baumeister 1997 as cited in Lakes and Hoyt 2004). In this article Lakes and Hoyt (2004) discuss how self-regulation can increase a person's capacity for stress while at the same time reducing destructive behavior. Also discussed in this article is previous research by Posner and Rothbart (2000 as cited in Lakes and Hoyt 2004) who have suggested that self regulation plays a key role in child socialization because it can be linked to empathy, aggression, and conscience. When there is a failure in self-regulation or underregulation the outcome can be manifested in the form of procrastination, violence and binge patterns. Another form is misregulation which can cause maladaptive goal setting when efforts from the person do not result in the best outcome (Baumeister 1997 as cited in Lakes and Hoyt 2004).

Lakes and Hoyt investigated the relationship between children's activities and how they enhanced or weakened a child's resources for self-regulation. Lakes and Hoyt's Hypothesis was: "What effect does participation in positive activities have on outcomes that may be related to willpower?" To determine this Lakes and Hoyt investigated forms of discipline training that would encourage self-regulation in a non- clinical sample of elementary aged children. Lakes and Hoyt chose martial arts because of its focus on self-control, body control and discipline. The program that Lakes and Hoyt selected was a traditional form of martial arts (Tae Kwon Do), which was fairly similar to the self defense curriculum in the current study. Lakes and Hoyt determined that martial arts can be measured in both physical and psychological areas, such as improved self confidence, and improved perception of body image.

To evaluate their program Lakes and Hoyt used four different forms of surveys. The first survey was a demographic survey in which Lakes and Hoyt obtained information about; family constellation, family income, and racial/ethnic background. The second survey was the Response Challenge Scale (RCS) which was observer rated. The Student Strengths and

Difficulties (teacher rated) survey (SDQT) was also an observer rated scale. Lastly students were evaluated on their responses to Coopersmith's 1967 Self-Esteem Inventory. Results from these surveys indicated that the LEAD participants showed greater gains in self-regulatory skills. Greatest gains were recorded in the areas of cognitive and affective self-regulation. While there was a larger effect size for boys than girls Lakes and Hoyt (2004) suggest results may be different if there were a team of instructors, one male, and one female, as their research only used one male instructor. In the current research a female instructor will be used for the self-defense course, while this is not a team it still may demonstrate a difference between male and female scores. Hoyt and Lakes also discuss the difference between a martial arts self-defense program and other positive sport interventions. Hoyt and Lakes (2004) propose that a traditional martial arts program promotes self-regulation more than other sports due to its focus on self-control, discipline and individual achievement. In the current study a traditional martial arts program will be compared to a control group that will include regular gym class activities, such as dodge ball, volleyball, and many other activities.

Another factor to consider when looking at self-defense programs is different tactics women use to prevent physical attack. An article by Turchik, Probst, Chau, Nigoff, Gidycz (2007) investigated these strategies and the relationship between different defense tactics and the likelihood of experiencing a completed rape (Turchik et al., 2007). The article discusses how the use of non forceful-tactics such as negotiating results in an increased likelihood of a completed sexual assault (Turchick et al., 2007). The use of non-forceful resistance strategies has also been linked to certain psychological barriers such as self-consciousness and fear of losing a relationship with the perpetrator. Research has also indicated that self-efficacy can affect an individual's motivation for performing a particular behavior (Turchik et al., 2007). A relationship appears to exist between high self-efficacy and the ability to resist or avoid a sexual

assault. Previous experience with sexual assault also appeared to be related to non-physical defense strategies from victims. Results from surveys indicated that participants that did not plan on responding to an attack in a physical manner did not use physical tactics to escape and attack indicate a need for risk prevention programs that use physical escape tactics and assertive reactions such as boundary setting (Turchik et al., 2007). The study did indicate however, that as the perpetrator physical aggression increases so do the physical responses from the participant. Research from this study indicates that women have a better chance of defending themselves from sexual attack when they have a plan to assess risky situations and know how to react in a quick and assertive manner. Feelings of confidence from the participants were predictive of assertive resistance tactics (Turchik et al., 2007).

Empowerment is another word that is often paired with women's self-defense programs. In a study by Ozer and Bandura (1990) a self defense program was evaluated on the basis of self-efficacy and empowerment of women. The study focused on evaluating empowerment and its connection to preventing sexual abuse. Empowerment was evaluated based off of the participant's ratings of self efficacy (Ozer and Bandura 1990). Self-efficacy was believed to play a key role in exercising control over threatening situations. The article discussed how developing a self-efficacy was most successful through mastery experiences, which would involve modeling effective coping strategies for a given situation. In the study participants were given a treatment phase which consisted of 5 sessions of four and half hours each. The treatment consisted of teaching the participants self defense through a mastery model. The mastery model taught the participants how to defend against sexual assault. Component skills were also taught in graduated steps including various strikes and disabling blows. Participants were then taught how to fall and defend themselves on the ground. Lastly participants were then attacked with increasing intensity, depending on level of mastery, by men in protective gear. Assault

sequences ended when the attacker signaled the participant had delivered a knockout blow. In addition participants were taught verbal and attitudinal skills such as boundary setting with strangers (Ozer and Bandura 1990). Self-efficacy was evaluated in three different domains; interpersonal, activities, and self-defense self-efficacy. Results indicated that mastery modeling increased participants perceived coping self-efficacy and show increasing improvements in participant's sense of efficacy to control negative thoughts (Ozer and Bandura 1990). In the post test participants judged themselves as much less vulnerable to sexual assault and more aware of risky situations. Participants also felt more confident setting verbal and physical boundaries with strangers. The results of this study suggest that the higher peoples self-efficacy the safer they feel in their environment Ozer and Bandura 1990).

While previous research has indicated that increased self-confidence, self-regulation and self efficacy, school-based research has been limited. The current study will be evaluated with a between subjects design. Due to the limited amount of research in this area the hypothesis for the current study will state that there is no relationship between school based martial arts self defense program, self-confidence, self-regulation, and self-efficacy.

It has been advertised that martial arts improve an individual physically, mentally, and socially. Martial arts proponents have made claims that martial arts will improve; awareness, concentration, confidence, responsibility, respect, self-control, leadership and assertiveness (Fritsch and Hunter1998). If factors unique to martial arts contribute to increased self-confidence, self-regulation, and self-efficacy then children could gain several benefits in the school system and also in their personal lives. Increased self- confidence, self- regulation, and self-efficacy could lead to better behavior in the classroom such as prosocial behavior, improved classroom behavior and improved task completion (Lakes and Hoyt 2004). Also if children can learn to effectively assess risky situations and have an action plan they could be less likely to

become victims of a physical attack. Boundary setting which is a key element in the current self-defense study is an important tactic for children to learn at an early age as it can help them in many different aspects in life including peer pressure.

## Method

### *Participants*

Participants in this study will include school aged children from the ages of 14-18. Participants will be enrolled at Grand Rapids High School. Participants will include any student enrolled in the self-defense class or regular gym classes, with permission of parents and child assent. Participants may be excluded from the study if the self-defense instructor deems them unfit for the program. A participant may be deemed unfit if during the interview process if he or she states she is taking the course to learn how to inflict harm on others.

### *Procedures*

Participants will be given four different surveys. The first will be sent home with a consent form asking for demographic information. Questions will include information on socioeconomic status, family constellation and race/ethnicity. The other three surveys will be self report using Rosenberg's Self Confidence Scale, a general self-regulation scale and a modified general self-efficacy Scale. The three self report surveys will be administered once at the beginning of the study as a baseline and also at the end of the semester as a post test. Surveys will be administered to the self defense class (treatment group) and also to the regular gym classes (Control). The self-defense course will be taught over a 16 week period (treatment phase). The instructor teaching the program holds a 3<sup>rd</sup> degree black belt in a form of traditional Tae Kwon Do, has been training in martial arts for a minimum of 10 years, has been certified through her Grand Master in self-defense curriculum and has also received training as an instructor through Rape Aggression Defense Systems (RAD).

### *Time/Resources*

Time will be spent commuting to the site which is approximately four hours away. Money will be spent to make the necessary copies of surveys and paying for fuel.

### *Implications*

Results for the current study could indicate that having a female instructor changes the effect size for girls. Implications for these results could indicate the importance of having co-ed self-defense instructors. If a positive relationship between school-based self-defense programs, self-confidence, self-regulation, and self-efficacy was found then programs such as the one in Grand Rapids, MN should be considered for funding in other school districts as well. However, a specific self-defense curriculum would need to be established as each instructor may have a different background in self-defense courses and martial arts education. Turchik et al. (2007) suggests that high self-efficacy is a predictor of successfully avoiding or defending against physical or sexual attacks; of a school based self-defense program can improve children's self-efficacy then children may be better prepared to assess risky situations. The benefits to improved self-confidence, self-regulation, and self-efficacy could potentially range from enhanced performance in classwork, classroom behavior, interpersonal relationships, and personal safety.

## **Appendix F: Additional Documentation Pertaining to Standard 13**

### Handout on Licensure

#### **CHAPTER 67-11-05**

#### **SCHOOL COUNSELOR CREDENTIALS**

**67-11-05-01. School counselor credential.** For purposes of school accreditation, a school may employ as a school counselor only a person who holds a school counselor credential or the counselor designate credential as outlined in this chapter or who has been authorized by the education standards and practices board in that specialty at a level the department determines meets or exceeds the requirements of this chapter and is consistent with the North Dakota teacher education program approval standards 2000 with 2002 revisions adopted by the education standards and practices board on August 1, 2002.

**67-11-05-02. Issuing agency.** The North Dakota school counselor credential issuing agency address is:

Superintendent of Public Instruction  
Department of Public Instruction  
600 East Boulevard Avenue, Dept. 201  
Bismarck, ND 58505-0440

**67-11-05-03. Program approval for school counselor programs.**

Whenever this chapter refers to "state-approved program", it refers to the process by which the education standards and practices board in concert with the department of public instruction shall supervise a system of program approval at those colleges within the state of North Dakota which provide school counselor education programs. School counselor education programs from other states or private colleges which meet standards for program approval are listed in the manual on certification and preparation of education personnel in the United States and Canada published by the national association of state directors of teacher education and certification.

**67-11-05-04. Types of credentials.**

Counselor designate credential CD16 is valid only while the individual holds a valid North Dakota educator's professional license. A credential must be renewed each time the individual's educator's professional license is renewed. However, an individual who holds a lifetime North Dakota educator's professional license must renew the credential every five years.

Credentials:

CG01 and CG1G for secondary,  
CG02 and CG2G for elementary  
CG03 and CG3G for elementary and secondary in any school grade configuration.

Each CG01, CG02, and CG03 credential is valid only while the individual holds a valid North Dakota educator's professional license. A credential must be renewed each time the individual's educator's professional license is renewed. However, an individual who



holds a lifetime North Dakota educator's professional license must renew the credential every five years.

CG1G, CG2G, and CG3G credential is valid for one year, provided the holder is pursuing the seven-year course of study required by North Dakota Century Code section 15.1-13-23 and North Dakota Administrative Code section 67.1-02-04-03, and is renewable for one-year terms until the earlier of:

- (1) Seven years from the date of initial employment as a school counselor; or
- (2) The credentialed individual acquires an educator's professional license.

After successful completion of the required seven-year course of study and acquisition of an educator's professional license, and prior to the expiration of the one-year term for the last year the individual was credentialed as a CG1G, CG2G, or CG3G, the individual must obtain appropriate credentials as a CG01, CG02, or CG03.

Plan of study option to qualify for counselor qualification points to satisfy accreditation requirements.

If a school is unable to employ a credentialed counselor or counselor designate, as required by the enrollment of students served, the school may employ a licensed teacher to serve as the counselor designate. A written plan of study, from a state-approved school counseling program, including course names, numbers, and credit hours, to become a credentialed counselor or counselor designate must be submitted to the department of public instruction and be approved.

Upon written request, the department may authorize a change of the courses selected for a particular year in the written plan of study if the change will not result in fewer than five semester hours per year of core counseling coursework. The licensed teacher must have completed a minimum of eight hours of graduate coursework in counseling from a state-approved school counseling program in order for the plan to be considered for approval. Once the written plan of study is approved, the licensed teacher must submit transcripts documenting completion of a minimum of five semester hours of graduate core counseling coursework, as listed in subdivision d of subsection 1 of section 67-11-05-05, each year until the teacher obtains the required credential.

To synchronize credentials issued under this chapter with the licensure period of the educator's professional license, any credential that will expire within twelve months of issuance, because the educator's professional license will expire within twelve months of the issuance of the new credential, will be issued for a period coinciding with the period of licensure of the succeeding educator's professional license.

#### **67-11-05-05. Credential standards.**

##### **1. School counselor credential standards for CG01, CG02, and CG03 credentials.**

The counselor must:

- a. Hold a valid educator's professional license issued by the education standards and practices board in accordance with North Dakota Century Code sections 15-36-01 and 15-38-18 and North Dakota Administrative Code title 67.1 except as provided through provisions in North Dakota Century Code section 15.1-13-23 and subsection 3;

b. Have two years of successful professional experience in teaching or a related human service field except as provided through provisions in North Dakota Century Code section 15.1-13-23;

c. Obtain a favorable letter of recommendation from the counselor's state-approved school counseling program advisor; and

d. Have a master's degree in education, counseling, or a related human service field and the following **graduate core counseling coursework content** from a state-approved school counseling program listed below:

(1) Elementary school counseling (CG02, CG2G, CG03, and CG3G);

(2) Secondary school counseling (CG01, CG1G, CG03, and CG3G);

(3) Supervised school-based internship:

(a) For the CG01, CG1G, CG2G, or the CG02, a minimum of four hundred fifty contact hours at the appropriate grade levels; and

(b) For the CG03 and the CG3G, a minimum of four hundred fifty contact hours of which at least one hundred fifty contact hours are at both the elementary and secondary level;

(4) Guidance administration and consulting;

(5) Counseling theories;

(6) Assessment techniques;

(7) Group techniques or group dynamics;

(8) Career counseling and testing; and

(9) Counseling techniques.

**Counselor designate credential standards CD16.** The counselor designate must:

a. Hold a valid educator's professional license issued by the education standards and practices board in accordance with North Dakota Century Code sections 15.1-13-08 and 15.1-13-10 and North Dakota Administrative Code title 67.1;

b. Have completed a minimum of sixteen semester hours of graduate core counseling courses from a state-approved school counseling program; and

c. Obtain a favorable letter of recommendation from the counselor's state-approved school counseling program advisor.

**School counselor credential standards for CG1G, CG2G, and CG3G credentials.**

To qualify as a CG1G, CG2G, or CG3G, an individual must:

a. Have a graduate degree in counseling from a state-approved school counseling program;

b. Have completed the requirements required in subdivisions c and d of subsection 1; and

c. Be pursuing licensure as a teacher by engaging in a course of study that will result in licensure within seven years of initial employment as a school counselor as provided in section 67.1-02-04-03.

**67-11-05-06. Application process.** An initial applicant must submit the following:

1. A completed application form, SFN 51622, provided by the department of public instruction;

2. A copy of official transcripts;

3. Written documentation from a supervisor verifying two years of successful professional experience in teaching or a related human service field except as provided by North Dakota Century Code section 15.1-13-23 and subsection 3 of section 67-11-05-05;

4. A favorable letter of recommendation from the applicant's state-approved school counseling program advisor; and

5. Documentation from a counselor educator verifying the school-based internship for a CG01, CG02, CG03, CG1G, CG2G, or CG3G that details:

a. Grade levels and number of contact hours involved in the internship experience; and

b. The name and location of the school where the internship occurred.

**67-11-05-07. Renewal requirements.**

1. All counselor credentials are renewed by submitting a copy of official transcripts documenting the completion of four semester hours of graduate coursework in education, of which two semester hours must be in the area of counseling. These two semester hours of required counseling coursework may be replaced by thirty clock-hours of continuing education hours in counseling with a signed verification of attendance or participation by the conference or workshop sponsor, the employer, or a school district business manager.

2. Renewals for the purpose of aligning the renewal dates of their credentials with their educator's professional licenses may be granted upon request of applicants. The number of semester hours needed for renewal will be calculated on a one semester hour per year basis.

**History:** Effective February 1, 2000; amended effective May 16, 2000; November 1, 2002.

**General Authority:** NDCC 15.1-02-04, 15.1-02-11, 28-32-02

**Law Implemented:** NDCC 15-20.4-03, 15.1-02-04, 15.1-02-11, 15.1-13-23

**67-11-05-08. Reconsideration.** If issuance or renewal of the credential under this chapter is denied, the denial must be in writing and must state all reasons for denial. The applicant must be notified of the opportunity for reconsideration. If the credential under this chapter is denied, the applicant may request a reconsideration of the decision. A written request for reconsideration must be received by the superintendent of public instruction within three weeks of the date of mailing by the department of public instruction. Late requests will not

be considered. The reconsideration request must state the following:

1. The facts, law, or rule the applicant believes was erroneously interpreted or applied; and
2. The applicant's arguments on how the facts, law, or rule should have been applied, giving specific reasons and thorough analysis.

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The superintendent of public instruction will issue a final written response on the reconsideration request within three weeks after receiving a complete reconsideration request.

**History:** Effective February 1, 2000; amended effective May 16, 2000.

**General Authority:** NDCC 15.1-02-04, 15.1-02-11, 28-32-02

**Law Implemented:** NDCC 15-20.4-03, 15.1-02-04, 15.1-02-11, 15.1-13-23

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