

School Guidance and Counseling (0420)

<i>Test at a Glance</i>			
Test Name	School Guidance and Counseling		
Test Code	0420		
Time	2 hours		
Number of Questions	120, including 40 based on the listening section		
Format	Multiple-choice questions; approximately one-third based on taped client/counselor interactions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Counseling and Guidance	66	55%
	II. Consulting	24	20%
	III. Coordinating	18	15%
	IV. Professional Issues	12	10%

About This Test

The School Guidance and Counseling test is intended primarily for persons who are completing master's-level programs for counselors and intend to become counselors in the public schools. It measures knowledge and skills required of the professional school counselor in relation to those developmental areas that constitute most of the work of the counselor. The test is designed to measure counselor functions and skills related to the primary and secondary school levels. A number of questions are applicable across school levels; other questions are especially applicable to the elementary school level, the middle or junior high school level, or the high school level. The content of the test is focused on questions that relate to the following four major categories: counseling and guidance, consulting, coordinating, and professional issues.

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The 120 multiple-choice questions generally are intended to measure how the counselor skills and functions are applied to the following areas of student development:

- identity and self-concept, covering student intrapsychic factors such as identity development, self-appraisal, and internal conflicts regarding the individual's actions, decisions, and values
- interpersonal, including the full range of interpersonal relationships, with emphasis on the student's relationships with peers, adults within the family, and adults outside the family, such as teachers
- career and leisure, covering the exploration and broadening of the student's options in planning such career and leisure activities as locating occupational information, interviewing for a job, and finding recreational facilities
- academic and cognitive, focusing on learning in the classroom and other educational contexts, with particular attention to the individual student's needs, abilities, and approach to the learning situation
- health and physical well-being, including student concerns about such matters as physical maturation, sexuality, fitness, injury and disease, handicapping conditions, chemical dependency, eating disorders, stress, abuse, and neglect

The test is divided into two sections, one of which is based on a CD. Approximately 40 questions require listening to this CD and then responding to written questions. The CD includes brief client responses, client statements followed by counselor responses, and extended client-counselor interactions. The questions based on the CD cover such counseling processes as identifying client feelings, identifying client problems or critical issues, and identifying the appropriateness of various counselor responses. Consisting of interactions between clients and counselors, the questions emphasize the knowledge and skills included in counseling and guidance content but may also include material related to consulting, coordinating, and professional issues content.

During the test, examinees will have 40 minutes to work on the taped questions and will see only the questions and/or possible choices. The script of the CD does not appear in the test book.

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Counseling and Guidance

- Communication: dyadic counseling, small group counseling, classroom guidance
- Special populations
- Appraisal
- Transition processes

II. Consulting

- Indirect services to students: consultation with school staff, families, and community agencies on such matters as interpersonal relations, human development, the curriculum, and the school climate

III. Coordinating

- Management and organization
- Information acquisition and dissemination
- Program evaluation

IV. Professional Issues

- Legal and ethical considerations that govern counseling functions
- Resources and activities that enhance the counselor's own professional development

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Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Section 1: Listening Questions

The following refers to the five parts of the listening section of the test. In the testing situation, the examinee will see only the question and/or possible choices. The script of the CD does not appear in the test book.

Please note in the examples that the language of the script in written form might permit the justification of more than one correct answer from among the choices given. However, the additional dimensions of affect, intonation, etc., conveyed by the recorded material should lead the examinee to the correct answer.

Part 1

Directions: You will now hear a series of excerpts of brief client responses in the counseling situation; each excerpt will end with a tone. Next to each number in your test book you will find five descriptive words or phrases that pertain to the feelings or attitudes of the client. For each excerpt, select the best choice.

1. (on CD)

(Student) "I'm having a terrible time in my Spanish class. I feel so... well, dumb. I just can't handle it."

(in test book)

- (A) Animosity
- (B) Arrogance
- (C) Discouragement
- (D) Complacency
- (E) Fear

Part 2

Directions: Each of the excerpts in this part of the test consists of a client's statement, followed by a response by the counselor; each excerpt will end with a tone. For each excerpt, select the word in your test book that best describes the response of the counselor.

2. (on CD)

(Client) "We parents think that the alcohol abuse in this school is completely out of hand! What are you counselors doing? Aren't you supposed to be the experts?"

(Counselor) "I'm sorry you're upset. I share your frustration. Let's sit down and talk about it."

(in test book)

- (A) Judgmental
- (B) Solicitous
- (C) Condescending
- (D) Empathetic
- (E) Defensive

Part 3

Directions: Each of the excerpts in this part of the test consists of a statement by the client followed by a response by the counselor; each excerpt will end with a tone. In each case, you are to select the answer choice that best indicates how the client is likely to react to the counselor's response.

3. (on CD)

(Student) "I always thought I'd say no if I was offered drugs. But then last week it happened, and I didn't say no. I felt like I was doing something strange, but I went ahead anyway. I sure don't want to get started on a habit or something. Can you help me?"

(Counselor) "I'll be glad to help you in any way I can. Suppose we talk more about it..."

(in test book)

- (A) Feeling that there is nothing to talk about, the student will remain silent.
- (B) Feeling confident, the student will ask the counselor how she should go about telling her parents.
- (C) The student will show disappointment that no definite action is suggested.
- (D) The student will tell the counselor that she has already considered the alternatives she has.
- (E) The student will indicate relief that the counselor has agreed to help her.

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Part 4

Directions: Each of the excerpts in this part of the test consists of a statement by the client, followed by a response by the counselor; each excerpt will end with a tone. In each case you are to evaluate the appropriateness of the counselor's response, selecting your answer choice from those given.

4. (on CD)
- (Client) "You and I have both been counselors for a long time, Paula, so I feel I can come to you for advice on a professional problem."
- (Counselor) "What can I do to help?"
- (Client) "The mother of one of my clients called a little while ago about coming to see me. She does not want her daughter to know about this meeting. I agreed to see her this afternoon, but I'm concerned. Her daughter has told me a lot about their relationship, and I'm afraid her mother is suspicious and is trying to find out how much I know. What do you think I should do? I regret that I agreed to see her, but I can't back out now."
- (Counselor) "Why don't you tell me what alternatives you've considered so far, Walter."
- (in test book)
- (A) Appropriate, because it shifts the focus to what the client has to do himself
- (B) Appropriate, because it indicates sensitivity to both the mother's and the daughter's problems
- (C) Inappropriate, because it ignores confidentiality and the rights of the daughter
- (D) Inappropriate, because it really does not provide the kind of help the client is seeking
- (E) Inappropriate, because the counselor should have told the client not to see the mother

Part 5

Directions: In this part of the test you will hear a series of longer excerpts, each of which serves as the basis for one, two, or three questions that are printed in your test book; each excerpt will end with a tone. For each question, select the best answer.

Questions 5–6

- (on CD)
- (Counselor) "And we need to review how things are going since last week."
- (Student) "Ahh—everything is . . . is just . . . is fine. Yeah, it's fine."
- (Counselor) "No problems at home?"
- (Student) "Well, some, maybe. I—I forget to clean up my room and things like that—and school is the same, but everything just, just seems to be fine, I guess."
- (Counselor) "Uh huh."
- (Student) "I'm just, I'm just forgetful, that's all."
- (Counselor) "How about that, Mr. Clark? Is it working that way for you? Are you satisfied with things or . . . You seem somewhat more at ease tonight."
- (Father) "Well, I have to—I have to admit—he, he has been doing a little bit better. He's been doing a little bit better. But definitely not as good as he could do. His attitude still isn't right, as far as I'm concerned."
- (in test book)
5. The student's response to the counselor's opening statement most likely signifies which of the following?
- (A) Confidence that he is progressing satisfactorily
- (B) An inordinate desire to please his father
- (C) An unwillingness to admit the existence of any real problem
- (D) The conviction that his father is not going to believe he is trying
- (E) A direct appeal for the counselor to take his side

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6. The counselor's behavior during the interview suggests that his objective is probably to facilitate
- (A) the student's understanding that he has not made as much progress as his father expects
 - (B) the father's understanding that the student's progress has been as much as can reasonably be expected
 - (C) the student's ability to listen more attentively and follow directions more carefully
 - (D) more direct and constructive communication between the student and his father
 - (E) more active participation by the student's father in helping the son to learn self-discipline
8. Which of the following components is the LEAST important in a comprehensive guidance program?
- (A) Student outcomes and competencies
 - (B) Direct delivery of counseling on a demand basis
 - (C) Placement, follow-up and follow-through activities
 - (D) Accurate counts of the frequency of student-initiated contact with the school's counselors
 - (E) Appropriate materials and resources
9. In consulting with a teacher about disciplinary problems in her daily interactions with her students, a high school counselor demonstrates keen interest in the teacher's various concerns by listening and empathizing with her. By doing this the counselor is assuming the role of

Section 2: Paper and Pencil Questions

The following illustrate the kinds of questions included in the *paper and pencil* section of the test.

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case.

7. A guidance program is to be established in a new public school that has just opened in an expanding school district. The first step in developing the guidance program is to
- (A) clarify the school district's unique instructional goals
 - (B) devise behavioral objectives for classroom management
 - (C) decide on minimum competency levels for student progression to higher grade levels
 - (D) gather appropriate counseling and guidance materials, such as tests and occupational information
 - (E) survey the guidance and counseling needs of the student body
10. When should the counselor inform a student about conditions that may require the provision of more than routine counseling?
- (A) At a time half-way through the counseling relationship
 - (B) Only when an ethical issue arises during the counseling relationship
 - (C) Only while giving the student advice on which the counselor expects the student to act
 - (D) Near the close of the counseling relationship
 - (E) At or before the time the student enters the counseling relationship

Answers

1. The best answer is C. By using the phrase “can’t handle it,” the student gives the impression that he is not very confident and feels hindered in the class. Lack of confidence is part of being discouraged.
2. The best answer is D. Empathy is the ability to enter into and understand the world of others and to communicate this understanding to them. The counselor is being understanding: not judgmental, solicitous, condescending, or defensive.
3. The best answer is E. The counselor’s response shows the student that the counselor understands and is sensitive to the nature and functioning of the student. Helping clients to talk requires that the counselor say something that enables the client to penetrate more deeply into the feelings he or she is trying to express.
4. The best answer is A. The focus in counseling is on the client and the client’s environment. In A, the counselor gives the client the opportunity to determine for himself how he should proceed, and, by verbalizing with a colleague, various solutions or procedures for approaching the situation may become more obvious.
5. The best answer is C. The tone of the student’s response that everything is fine is an indication that the student is unsure of what to say, given the directness of the counselor’s initial statement.
6. The best answer is D. The counselor’s goal is to help the client use the interview to increase self-development. It is important to assist parents in understanding the meanings of their interactions and dialogues with their children and to facilitate the acquisition of effective communication.
7. The best answer is E. Survey approaches used to determine guidance needs in the school are valuable for the completeness of the data collected and the coverage provided. Surveys are probably the most frequently used appraisal method in the school. Survey approaches tend to emphasize the availability of activities, staff, facilities, and programs.
8. The best answer is D. Major features of comprehensive guidance programs include a focus on student outcomes or competencies. Student achievement of these outcomes is the responsibility of the program. Guidance activities and resources designed to assist students achieve these competencies are organized accordingly. In addition, comprehensive guidance programs provide for placement, follow-up, and follow-through activities to assist students in their next steps. Direct delivery of counseling and other guidance activities on a demand basis is included because there may be a need for direct immediate services to students while they are still in the school building.
9. The best answer is D. In the school, counselors are those specialists who are expected to assist in the management of social-emotional dimensions of problem situations. They “help” clients manage problems. Good helpers listen intelligently to clients and respond within the client’s frame of reference.
10. The best answer is E. According to the American School Counselors Association, the counselor must inform the client of the purposes, goals, techniques, rules of procedure, and limitations that may affect the relationship at or before the time the counseling relationship is entered. Issues of violating the rights of clients are raised when counselors fail to provide adequate information that may affect the clients’ welfare.