



Alabama State Department of Education (ALSDE) Counseling Program Standards

Standard 1: Professional counseling orientation and ethical practice.

Prospective school counselors shall demonstrate knowledge of:

- 1.1: History and philosophy of the counseling profession and the origins of the counseling specialty areas.
- 1.2: The multiple professional roles and functions of counselors across specialty areas and their relationships with other human service providers, including interagency and interorganizational collaboration and consultation.
- 1.3: Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.
- 1.4: The role and process of the professional counselor advocating on behalf of the profession.
- 1.5: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
- 1.6: Professional organizations, including membership benefits, activities, services to members, and current issues.
- 1.7: Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
- 1.8: Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
- 1.9: Technology's impact on the counseling profession.
- 1.10: Strategies for personal and professional self-evaluation and implications for practice.
- 1.11: Self-care strategies appropriate to the counselor role.
- 1.12: Counseling supervision models, practices, and processes.

Standard 2: Social and cultural diversity.

Prospective school counselors shall demonstrate knowledge of:

- 2.1: Research addressing multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.
- 2.2: Theories and models of multicultural counseling, identity development, and social justice and advocacy.
- 2.3: Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
- 2.4: Learning activities to foster students' self-understanding of the impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences on their views of others.

- 2.5: Learning activities that foster understanding of the help-seeking behaviors of diverse clients.
- 2.6: Learning activities that foster understanding of the impact of spiritual beliefs on clients' and counselors' worldviews.
- 2.7: Multicultural competencies and strategies for working with and advocating optimum wellness for diverse populations.

Standard 3: Human growth and development.

Prospective school counselors shall demonstrate knowledge of:

- 3.1: Theories of individual and family development across the lifespan.
- 3.2: Theories of learning.
- 3.3: Theories of normal and abnormal personality development.
- 3.4: Theories and etiology of addictions and addictive behaviors.
- 3.5: Individual, biological, neurological, physiological, systemic, spiritual, and environmental factors that affect human development, functioning, and behavior.
- 3.6: Effects of crisis, disasters, and other trauma-causing events on diverse individuals across the lifespan.
- 3.7: A general framework for understanding differing abilities and strategies for differentiated interventions.
- 3.8: Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

Standard 4: Career development.

Prospective school counselors shall demonstrate knowledge of:

- 4.1: Theories and models of career development, counseling, and decision-making.
- 4.2: Approaches for conceptualizing the interrelationships among and between work, family, and other life roles and factors.
- 4.3: Processes for identifying and utilizing career, avocational, educational, occupational and labor market information resources, technology, and information systems.
- 4.4: Approaches for assessing the conditions of the work environment on clients' overall life experiences.
- 4.5: Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.
- 4.6: Strategies for career development program planning, organization, implementation, administration, and evaluation.
- 4.7: Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.
- 4.8: Strategies for facilitating client skill development for career, educational, and lifework planning and management.
- 4.9: Methods of identifying and utilizing assessment tools and techniques relevant to career planning and decision making.
- 4.10: Ethical and culturally relevant strategies for addressing career development.

Standard 5: Helping relationships.

Prospective school counselors shall demonstrate knowledge of:

- 5.1: Theories and models of effective counseling and wellness programs.
- 5.2: A systems approach that provides an understanding of family, social, community, and political networks.
- 5.3: Theories, models, and strategies for understanding and practicing consultation.
- 5.4: Ethical and culturally relevant strategies for developing helping relationships.
- 5.5: Counselor characteristics and behaviors that influence the helping process.
- 5.6: Essential interviewing, counseling, and case conceptualization skills.
- 5.7: Developmentally relevant counseling treatment or intervention plans.
- 5.8: Development of measurable outcomes for clients.
- 5.9: Empirically based counseling strategies and techniques for prevention, intervention, and advocacy.
- 5.10: Strategies to promote client understanding of and access to a variety of community-based resources.
- 5.11: Suicide prevention models and strategies.
- 5.12: Crisis intervention and psychological first aid strategies.
- 5.13: Processes for aiding students in developing a personal model of counseling.

Standard 6: Group work.

Prospective school counselors shall demonstrate knowledge of:

- 6.1: Theoretical foundations of group work.
- 6.2: Dynamics associated with group process and development.
- 6.3: Therapeutic factors and how they contribute to group effectiveness.
- 6.4: Characteristics and functions of effective group leaders.
- 6.5: Approaches to group formation, including recruiting, screening, and selecting members.
- 6.6: Types of groups and other considerations that affect conducting groups in varied settings.
- 6.7: Ethical and culturally relevant strategies for designing and facilitating groups.
- 6.8: Direct experiences in which candidates participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

Standard 7: Assessment and testing.

Prospective school counselors shall demonstrate knowledge of:

- 7.1: Historical perspectives concerning the nature and meaning of assessment.
- 7.2: Methods of effectively preparing for and conducting initial assessment meetings.
- 7.3: Procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide.

- 7.4: Procedures for identifying and reporting abuse.
- 7.5: Use of assessments for diagnostic and intervention planning purposes.
- 7.6: Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessment, and group and individual assessments.
- 7.7: Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
- 7.8: Reliability and validity in the use of assessments.
- 7.9: Use of assessments relevant to academic/educational, career, personal, and social development.
- 7.10: Use of environmental assessments and systematic behavioral observations.
- 7.11: Use of symptom checklists, personality, and psychological testing.
- 7.12: Use of assessment results to diagnose developmental, behavioral, and mental disorders.
- 7.13: Ethical and culturally and developmentally relevant strategies for selecting, administering, and interpreting assessment and test results.

Standard 8: Research and program evaluation.

Prospective school counselors shall demonstrate knowledge of:

- 8.1: The importance of research in advancing the counseling profession, including its use to inform evidence-based practice.
- 8.2: Needs assessments.
- 8.3: Development of outcome measures for counseling programs.
- 8.4: Evaluation of counseling interventions and programs.
- 8.5: Qualitative, quantitative, and mixed research methods.
- 8.6: Designs used in research and program evaluation.
- 8.7: Statistical methods used in conducting research and program evaluation.
- 8.8: Analysis and use of data in counseling.
- 8.9: Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

Standard 9: Foundations.

Prospective school counselors shall demonstrate knowledge of:

- 9.1: History and development of school counseling.
- 9.2: Models of school counseling programs.
- 9.3: Models of school-based collaboration and consultation.
- 9.4: Principles of school counseling, including prevention, intervention, wellness, education, leadership, and advocacy.
- 9.5: Assessment relevant to P-12 education.

Standard 10: Contextual Dimensions.

Prospective school counselors shall demonstrate knowledge of:

- 10.1: School counselor roles as leaders, advocates, and systems change agents in P-12 schools.
- 10.2: School counselor roles in consultation with families, school personnel, and community agencies.
- 10.3: School counselor roles in student support and school leadership teams.
- 10.4: School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and other trauma-causing events.
- 10.5: Competencies to advocate for school counseling roles.
- 10.6: Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.
- 10.7: Common medications that affect learning, behavior, and mood in children and adolescents.
- 10.8: Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs.
- 10.9: Qualities and styles of effective leadership in schools.
- 10.10: Community resources and referral sources.
- 10.11: Professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
- 10.12: Legal and ethical considerations specific to school counseling.

Standard 11: Practice.

Prospective school counselors shall demonstrate knowledge of:

- 11.1: Develop school counseling program mission statements and objectives.
- 11.2: Design and evaluate school counseling programs.
- 11.3: Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.
- 11.4: Interventions to promote academic development.
- 11.5: Use of developmentally appropriate career counseling interventions and assessments.
- 11.6: Techniques of personal/social counseling in school settings.
- 11.7: Strategies to facilitate school and life transitions.
- 11.8: Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.
- 11.9: Approaches to increase promotion and graduation rates.
- 11.10: Interventions to promote career and/or college readiness.
- 11.11: Strategies to promote equity in student achievement.
- 11.12: Techniques to foster collaboration and teamwork within schools.
- 11.13: Strategies for implementing and coordinating peer intervention programs.
- 11.14: Use of accountability data to inform decision making.
- 11.15: Use of data to advocate for programs and students.