

**Lancaster Bible College
Biblical Counseling Department
Matrix for Elementary School Counseling**

Elementary School Counselor Guidelines	CN 501	CN 502	CN 503	CN 510	CN 525	CN 530	CN 575	SG 540	SG 545	SG 550	SG 555	SG 601	SG 602	CN 599	Evidences
I.A. History, Philosophy, and current trends	X									X					CN 501 – response to exam questions on the historical theories of counseling CN 550 - written response to trait-factor, developmental, and career choice and development
I.B. Growth and Development															
• Personality theory and self-concept	X			X											CN 501 – response to exam questions on personality disorders CN 510 - written outline response to physical and cognitive development through the life-span
• Family dynamics				X			X								CN 510 – written response to published material regarding family issues CN 575 - written response paper to Age of Opportunity
• Normal and abnormal behavior	X			X							X				CN 501 – response to exam questions on abuse, anxiety, depression, and the development of personality disorders CN 510 – written outlines of factors related to normal development through the lifespan SG 555 – written agenda for interventions for child and adolescent abnormal behavior, Metcalf, chapters 3-5
• Learning theories									X						SG 545 - term paper on learning theory (not yet obtained)
• Cognitive and moral development	X			X			X			X					CN 501 – response papers to case-study and role-play CN 510 - integrative written project in response to cognitive development and personality development related to critical issues CN 575 - response papers to Metcalf SG 555 - several papers on issues related to cognitive and moral development

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<ul style="list-style-type: none"> Psychology of exceptional students 				X				X							CN 510 – written response on the topic of the exceptional child (not yet obtained) SG 540 – written proposal for group activity for exceptional children
I.C. Social and cultural influences															
<ul style="list-style-type: none"> Cultural change and diversity 						X		X							CN 530 – response paper to the ASCA ethical standards SG 540 - focus paper on cultural diversity, ch.5-7 Van Zandt and Hayslip
<ul style="list-style-type: none"> Respect for self and others 	X						X								CN 501 – response to exam questions on Carl Roger’s counseling theory of self CN 575 - written response paper to Metcalf - response # 1
<ul style="list-style-type: none"> Gender and ethnic identification 	X			X											CN 501 – written responses to case studies involving the development of a protocol for counseling persons from various spiritual and ethnic orientations CN 510 – outline of developmental stages related to gender-identity
<ul style="list-style-type: none"> Family structures 	X						X								CN 501 – written response to case study and role play regarding family structure; response to examination questions CN 575 – protocol for involving the family in school guidance, Tripp #2
<ul style="list-style-type: none"> Differing life patterns 	X			X											CN 501 – protocol for counseling persons in case study from differing life patterns CN 510 – written response to developmental theories regarding the dynamics that influence differing patterns
<ul style="list-style-type: none"> Substance abuse 	X										X				CN 501 – response to exam question related to tolerance and withdraw from substance SG 555 – guidance protocols for substance abuse in Metcalf chapters 3-8
<ul style="list-style-type: none"> Violence intervention strategies 	X										X				CN 501 – response to exam question response to the “abused client” SG 555 – written response to the topic of family violence and abuse found in Metcalf chapter 4

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I.D. Theories, models, and processes															
• Group dynamics and processes											X				SG 555 - written response to group laboratory and reading
• Crisis prevention and management	X							X							CN 501 – response to exam questions regarding abuse, depression, and anxiety SG 540 - written responses to Van Zandt and Hayslip, chapters 2-4
I.E. Career choice, lifestyle															
• Self awareness/personal interests	X									X					CN 501 – response to exam question to Roger’s concept of self and protocols for case studies using the self-concept aspect of the diagnostic model SG 550 - written response to trait-factor theory and etc.
• Work values and attitudes										X					SG 550 – critique paper on work values and attitudes
• Relationship of self to the world of work										X					SG 550 - written response to trait-factor theory as explained by the texts
• Gender stereotyping in career choice				X						X					CN 510 – description of gender development by stage of development SG 550 - written lesson plan related to career planning with respect to gender
• Career exploration, occupational and educational information								X							SG 540 – summary response to class notes and other written works
• Career development exploration techniques					X					X					SG 550 – summary of the important aspects for guidance in regard to career development Isaacson & Brown chapter 1 CN 525 – response to exam questions the array of formal career and aptitude inventories
• Life-long learning				X							X				CN 510 – outline indicating cognitive development through the life span SG 555 - written outlines and response papers for Metcalf, chapter 6

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I.F. Assessment Techniques															
• Methods of data gathering, statistics, and research design		X	X												CN 502 – computer printouts of survey data and statistics, statistical worksheets from Pycszak and response to exam questions CN 503 – exam and workbook responses
• Evaluation, testing, and interpretation					X										CN 525 - complete protocol of test results, exam question responses
• Case study of individual differences		X	X											X	CN 502 – response to handout on the comparison between qualitative/quantitative research CN 503 – workbook responses to articles 1 - 5 CN 699 – rough draft of thesis
• Identification of risk and protective factors					X			X							CN 525 – brief report on inventory results for a learning disabled student SG 540 - written response to Van Zandt and Hayslip, ch. 5-7
• Behavioral observation techniques, portfolios, and authentic assessments												X	X		SG 601/SG 602 – portfolios containing observations and assessments including the Guidance Counseling Report Summaries
• Formulating plans for facilitating personal, educational, and social growth and change									X						SG 545 – complete lesson plan to be presented in classroom simulation (not yet obtained)
• Report writing			X		X									X	CN 503 - thesis proposal CN 525 - assessment-based protocol report CN 699 – rough draft of thesis
I.G. Organization and management of school counseling programs															
• Multidisciplinary instructional support teams									X	X					SG 540 – concept development of educational support teams in response to Van Zandt and Hayslip, chapters 2-4 SG 545 - analysis paper on multidisciplinary support teams (not yet obtained)
• Transition processes									X		X				SG 545 – written response to reading on transitional processes (not yet obtained) SG 555 – experiential paper – “transition to college”

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• Roles of the school counselor								X			X				SG 540 – written response to the concept of roles in Van Zandt and Hayslip ch. 2-4 SG 555 – description of responsibilities of group guidance in Metcalf chapter 2
• Development and evaluation of a guidance program								X							SG 540 – concept and methods of program evaluation in response to Van Zandt and Hayslip introductory section
• Assuring equitable access for all students									X						SG 545 - written response to article on equitable access (not yet obtained)
• Public relations strategies								X			X				SG 540 - response paper to Van Zandt and Hayslip, ch. 8-9 SG 555 – outline and response paper to Metcalf ch. 7-8
I.H. School curriculum design															
• Operational components of the school system									X						SG 545 – written critical analysis of an observation concerning the components of the school system (not yet obtained)
• Elementary education curriculum program design								X	X						SG 540 – written response to Van Zandt and Hayslip chapter 6 SG 545 - a functional curriculum outline (not yet obtained)
• Operation of child study and other support services									X						SG 545 - development of a brochure regarding support services (not yet obtained)
I.I. Technology for information management and processing, program management, and communication								X	X						SG 540 – written response to the concept in Van Zandt and Hayslip ch. 2-4, 13 SG 545 - written analysis of examples of technology for information processing (not yet obtained)
I.J. Characteristics and identification of the range of exceptional students					X				X						SG 525 – response to exam questions on testing of the exceptional student SG 545 – response to examination questions regarding the characteristics of exceptional students (not yet obtained)
I.K. Identification and provision of services for at-risk children and exceptional needs students					X			X			X				CN 525 – written interpretation of test protocols for an at-risk students SG 540 – outline for a group activity for at-risk and special needs students CN 555 – identification of special needs students in written response papers to Metcalf chapters 3-8

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II. Performances															
• Lab experiences, providing observation & participation												X	X		SG 601/SG 602 – field supervisor and advisor evaluations of the student in laboratory experiences and advisement of over 60 hours
• Supervised counseling practicum, separate from field experience												X			SG 601 – portfolio record of time log for community based youth counseling prior to the guidance setting experience of 60 hours
• Internship/supervised field experiences for a min. of 300 clock hours and a min. of 70 hrs. of direct service with individual and group clients.												X	X		SG601/SG 602 – portfolio continued through internship and the student’s field supervisor’s evaluation of the student’s field experience as recorded on the student’s time log – involving areas of case records/student records, academic placement/course selection, classroom guidance, career planning, consultation, academic support, group activities, individual counseling, peer facilitator assistance, departmental meetings and assessment – 70 hours of direct with over 300 hours total
III. Professionalism															
III.A. Professional organizations, journal, conferences, & other sources of professional development			X					X						X	CN 503 – annotated bibliography for thesis proposal SG 540 – written response to Van Zandt and Hayslip ch. 7-9, 11 for professional development regarding organizations, professional relationships and professional literature CN 699 – research thesis literature review
III.B. Integrity and ethical behavior, professional conduct.						X			X						CN 530 – response papers to ethical issues and answers to exam questions SG 545 – written response to the PA Code of Conduct for the Ethical Practice of Educators (not yet obtained)

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III.C. Cultivating professional relationships and collaborating with school colleagues, organizations, & other community agencies.								X	X						SG 540 - a response paper to Van Zandt and Hayslip chapters 2-4 SG 545 – written response to the PA Code of Conduct for the Ethical Practice of Educators (not yet obtained)
III.D. Communicating effectively with parents/guardians, business and industry, and other agencies and the community at large to support learning.							X				X				CN 575 – concept development in written response to Tripp #1 and #2 SG 555 – concept development in written response to Metcalf chapters 6-7