Transforming the School Counseling Profession 5th edition Erford Test Bank

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Instructor's Resource Manual and Test Bank

for

Transforming The School Counseling Profession

Fifth Edition

Bradley T. Erford

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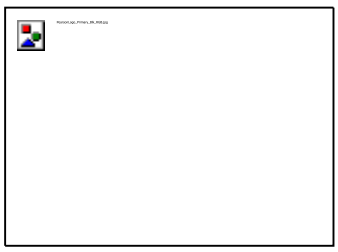
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Instructor's Manual to Accompany
TRANSFORMING THE SCHOOL COUNSELING PROFESSION (5e)

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Instructor's Manual

For Bradley T. Erford's *Transforming the School Counseling Profession* (5th ed.)
Manual prepared by Bradley T. Erford
Vanderbilt University

Organization of the Manual

This instructor's manual was written to accompany Bradley T. Erford's text, *Transforming the School Counseling Profession* (5th ed.). The instructor's manual chapters correspond to the text chapters. Each chapter in this instructor's manual includes **multiple choice questions** and **essay questions** useful for assessment purposes. Each chapter also includes **activities** meant to help extend the learning of students beyond the textual readings through experimental tasks that can be enacted both within and outside the classroom. Some activities may be appropriate for homework assignments or even additional course requirements. These test items and activities are only meant as a start. Instructors are encouraged to alter and modify them to meet the individual and group needs of students.

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Chapter 1 – Becoming a Professional School Counselor: Current Perspectives, Historical Roots, and Future Challenges

Multiple Choice

1. _____ is the person known as the primary architect of vocational guidance in the United States?
   A. Jesse B. Davis
   B. Eli Weaver
   C. A. E. Traxler
   D. Frank Parsons

2. _____ founded and served as the director and vocational counselor of the Vocational Bureau of Boston in 1908?
   A. Frank Parsons
   B. Eli Weaver
   C. Jesse B. Davis
   D. E. G. Williamson

3. The _____ required states to submit plans on how they would test secondary students so that the academically talented students would be encouraged to study the sciences?
   A. Cold War Act
   B. National Defense Education Act
   C. Vocational Science Act
   D. Hard Sciences Act

4. Cowley reported areas that were evolving in the public schools. Which of the following did he NOT include in his report?
   A. guidance as an authority on students' vocational choices.
   B. guidance as the personalization of education.
   C. guidance as the integration of education.
   D. guidance as the coordination of student personnel services.

5. In 1942, Brewer contended that there were four conditions that gave rise to guidance and counseling in the U. S. schools. They include all of the following EXCEPT
   A. division of labor.
   B. growth of democracy.
   C. lack of technology.
   D. extension of vocational education.

6. The roots of school counseling were in
   A. vocational guidance.
   B. career guidance.
   C. college education.
   D. special education.

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7. In the early years of guidance, the Dean of Students was in charge of such services as
   A. admissions.
   B. counseling.
   C. placement.
   D. all of the above.

8. Until the 1950s there were relatively few professional school counselors across the U. S. because
   A. there were not many opportunities for professional school counselors.
   B. mental health organizations would not support professional school counselors.
   C. there was little legislative support.
   D. counselors were too highly educated for the public schools of that time.

9. How did the launching of Sputnik affect the role of the professional school counselor?
   A. schools now wanted more students to join the Armed forces.
   B. Congress passed the *National Defense Education Act*.
   C. counselor positions were reduced because schools were not producing science-minded children.
   D. none of the above.

10. The *Vocational Education Act Amendments* of 1968 advocated for
   A. career guidance programs.
   B. responses to the disadvantaged and physically handicapped.
   C. expansion of the concept of guidance into elementary schools.
   D. all of the above.

11. _____ stated that the four most important conditions affecting counseling were division of labor, growth of technology, extension of vocational education and the spread of democracy.
   A. Weaver
   B. Davis
   C. Brewer
   D. Merrill

12. Issues of vocational guidance in the 20th century were confounded by
   A. changing demographics of the workforce.
   B. decreased dropouts.
   C. interests in "book" education.
   D. interests in cultural sciences.

13. Guidance as the "personalization of education" focused on
   A. growth of curriculum.
   B. discovery of student talents and motivations.
   C. lack of concern from administration and personnel.
   D. coordination of specialist services.

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14. The first state to require certification for guidance counselors was
    A. New York.
    B. New Jersey.
    C. Maryland.
    D. Pennsylvania.

15. The *National Defense Education Act* was the result of
    A. the launching of Sputnik.
    B. Vietnam.
    C. WWI.
    D. Desert Storm.

16. The purpose of industrial education was to
    A. prevent young children from working in the coal mines.
    B. encourage the importance of work in the classroom.
    C. prepare students for entering the work force.
    D. prepare "captains of industry" for university faculty positions.

17. Cowley emphasized guidance as the
    A. personalization of education.
    B. integration of education.
    C. coordination of student personnel services.
    D. all of the above.

18. What association was responsible for creating a set of standards of education in the preparation of secondary school counselors?
    A. National Association of Guidance Supervisors and Counselor Trainers
    B. Student Personnel Association for Teacher Education
    C. American Personnel and Guidance Association
    D. American Psychological Association

19. Parsons was motivated to create a professional school counseling program due to his extensive work with
    A. needy children.
    B. professionals in the school system.
    C. parents of disabled students.
    D. immigrants.

20. Parsons founded the Vocational Bureau of Boston and
    A. did not receive credit for his accomplishment.
    B. died soon after its opening.
    C. was unable to collect funds to support its upkeep.
    D. none of the above.

21. All of the following phenomena raised concerns at the beginning of the 20th century about whether current forms of education were appropriate, EXCEPT
    A. urbanization.
    B. immigration.
    C. industrialization.
    D. emigration.

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22. By the mid 1930's
    A. many tests, mostly of intelligence, had become available.
    B. major theories of counseling had been formed.
    C. every school had at least one professional school counselor.
    D. professional school counselors were cast in the role of administrator.

23. Psychology research provided these two major contributions to the school counseling profession:
    A. drug therapy for behavior problems and counseling techniques.
    B. objective instruments for measuring student behavior and specialized services for children with learning and/or behavior problems.
    C. measurement and drug therapy for behavior problems.
    D. intelligence tests and measurements for aptitude and achievement testing.

24. The *National Defense Education Act* required states to submit plans for
    A. counseling services to make sure all children received an appropriate education.
    B. the testing of secondary students so that academically talented students could be identified and encouraged to pursue the sciences.
    C. professional school counselors to be put in every school.
    D. disadvantaged youth to receive the same education as other children.

25. The Soviet Union launch of *Sputnik* precipitated a major national outpouring of news suggesting that the American schools
    A. had no intention to teach American students about space.
    B. were not interested in career advancement for American students.
    C. had failed to produce students whose scientific and mathematical skills were competitive with those of the Soviet Union.
    D. were not keeping up with the advancement of technology.

26. The impact of the Civil Rights and Women's Liberation Movements and the legislation that led to mainstreaming special education students was driving attention of professional school counselors to
    A. emphasize diversity in schools and the needs of special populations for school counseling.
    B. encourage students to study mathematics and science.
    C. prepare students for higher education.
    D. determine the fate of the American educational system.

27. Cowley purposed all of the following beliefs about guidance EXCEPT
    A. educational counseling is the most important function of the professional school counselor.
    B. it is necessary to coordinate the counseling functions with the other functions professional school counselors engage in.
    C. a student should be seen as a person with a specific problem, rather than holistically.
    D. a professional school counselor helps students sort through educational options and develops students' talents and motivations.

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28. During the 1950's and 1960's, all of the following occurred EXCEPT the
    A. founding of the American School Counselor Association.
    B. founding of the professional journal *School Counselor*.
    C. U.S. Office of Education created a system that broadened the view of school counseling.
    D. *Occupational Outlook Handbook* was first published.

29. The trait and factor approach to the vocational guidance process includes all of the following EXCEPT
    A. a clear understanding of one's and others' personal qualities.
    B. insight and plan for future goals and plans of a given vocation.
    C. knowledge of the requirements for success in various lines of work.
    D. true reasoning on the relations of the facts gathered.

30. _____ prodded Frank Parsons' concern for the need for social concern.
    A. His work in schools
    B. His brief period of unemployment
    C. His experiences in Boston
    D. His own family's hardships

31. Herr (1998) considers all of the following to be concerns affecting the future role of professional school counselors, EXCEPT
    A. the degree to which they are viewed as helping all students or a select few.
    B. the degree to which their programs are horizontally articulated.
    C. the degree to which they should be considered generalists or specialists.
    D. the degree to which they should have a reasonable student load.

32. During the 1930's and 1940's, _____ were considered an official liaison between the school, home, and community social agencies?
    A. professional school counselors.
    B. social workers.
    C. school psychologists.
    D. teachers.

33. Much of the legislation in the 1970s focused on
    A. vocational education and career education.
    B. reducing career guidance in schools.
    C. early education initiatives.
    D. none of the above.

34. In 1994, the School to Work Opportunities Act
    A. limited funding for career guidance.
    B. reinforced career guidance for students transitioning from school to employment.
    C. counteracted previous legislation.
    D. all of the above.

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35. The counselor to student ratio recommended by the ACA and the ASCA is
    A. 1:300.
    B. 1:491.
    C. 1:200.
    D. 1:250.

36. The No Child Left Behind (NCLB) Act required that states
    A. adopt a specific approach to testing and accountability.
    B. take direct action to improve poorly performing schools.
    C. raise the qualifications of teachers.
    D. all of the above.

37. In 1964, the NDEA Title A was passed, which extended counseling to
    A. preschools.
    B. elementary schools.
    C. middle schools.
    D. high schools.

38. Which decade saw the rise of the student personnel, social work, children's rights, mental health, measurement, and Progressive Education movements?
    A. 1920s
    B. 1940s
    C. 1960s
    D. 1980s

39. The ASCA identified all of the following areas as the focus of school counseling programs EXCEPT
    A. foundation.
    B. delivery.
    C. implementation.
    D. accountability.

40. The National Career Development Guidelines address which of the following areas of student development?
    A. Personal/social development
    B. Educational achievement and lifelong learning
    C. Career management
    D. All of the above

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Essays

1. How did the Soviet Union's launching of *Sputnik* change the way Americans prepared youngsters for the work force?
2. Hutson described how several professionals, besides the professional school counselor, could help shape vocational guidance. Describe three of these professionals and what their role might be in this process.
3. Describe Cowley's three areas of emphasis for guidance.
4. Describe how the *National Defense Education Act* changed school counseling.
5. As school counseling continues to grow and develop, describe the factors that will enhance comprehensive developmental guidance programs.
6. Compare and contrast the importance of the work of Jones and Cowley.
7. Summarize the effects the Great Depression and World War II played on the role of the professional school counselor.
8. Compare school counseling in the early 1900s to school counseling today.
9. The *Elementary and Secondary Education Act* of 1976 included major support for guidance and counseling in schools. What were the effects it had on guidance and counseling in schools?
10. Parsons' most famous contribution to the structure of vocational guidance became known as a trait and factor approach and included three broad steps. Identify and explain these steps.
11. List and briefly explain three future issues for professional school counselors.
12. Explain how national circumstances and demographics have changed the role of the professional school counselor.
13. Explain the effects of the industrial revolution on educational reform.
14. Explain how Frank Parsons' efforts to develop vocational guidance coincided with the effort to avoid the "waste" of human resources.
15. Identify and describe three of the powerful forces that shaped the professional school counselor's role in the early 1900s.
16. Explain how immigration, urbanization, and industrialization contributed to the growing need for vocational education and guidance.
17. Describe three issues that confront the school counseling profession today and describe how you would design a school counseling program to address these issues.
18. Describe what is meant by the role of the professional school counselor as an "Educational Integrator and Coordinator." How does this role compare to the role of a modern day professional school counselor?
19. Describe the goals and requirements of the No Child Left Behind (NCLB) Act of 2002.
20. Describe at least three key points about the Common Core State Standards. What is most important for school counselors to know about the standards, and how will these standards impact your role?

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Activities

1. Develop a plan as to how your state will test its secondary students to identify those able to study the "hard sciences" in college.
2. Plot a historical timeline of the changing roles of, and influences on, the professional school counselor from the 1880's through the 21st century.
3. Interview a seasoned school counseling faculty member or professional school counselor about the counselor education program they went through and what the major influences were on professional school counseling during that time.
4. Interview a school social worker or school psychologist and describe their responsibilities. How do the roles of these professionals overlap and diverge from the role of the professional school counselor? In what way do or can these professionals work collaboratively with the professional school counselor?
5. Find a newspaper or magazine article describing the launch of Sputnik and the feelings of U.S. citizens at the time.
6. This chapter portrays school counseling to be in a constant state of transformation. What are some areas of concern you may identify with and how would you encourage change?
7. James B. Conant, former president of Harvard, argued that there should be one full-time counselor for every 250 to 300 students. Figure out the counselor to student ratio at a school in your area. Interview the professional school counselor at that school and find out what problems arise when the counselor-to-student ratio is too large.
8. In small groups, form a School Counseling Program Advisory Committee to discuss the ratio of students to professional school counselors in your area/district. Develop an action plan and rationale to address the situation.
9. Write a letter to your legislators emphasizing the need for legislation to ensure one counselor for every 250 students, as recommended by ASCA.
10. Use the Internet to search for information on a pioneer of the school counseling profession. Summarize your findings.
11. It has been recommended that a single counselor have a reasonable student load of 250 or less. Interview local professional school counselors or administrators to determine their opinions on this recommendation.
12. Research how federal, state and local governments have changed the career opportunities for professional school counselors and funding for school counseling programs in your local school system over the last 20 years. Does there appear to be a trend? What does the future look like for professional school counselors in your state and local school system?
13. Interview a veteran professional school counselor in your local school system and identify how the major areas of focus in school counseling programs have changed during the last 20 years. What appear to be the major areas of focus for school counseling programs in your local school system for the next ten years? What plans have professional school counselors in your local school system made to address these upcoming issues?

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Answer Keys

Chapter 1

1. D
2. A
3. B
4. A
5. C
6. A
7. D
8. C
9. B
10. D
11. C
12. A
13. B
14. A
15. A
16. C
17. D
18. A
19. D
20. B
21. D
22. A
23. B
24. B
25. C
26. A
27. C
28. D
29. B
30. C
31. B
32. B
33. A
34. B
35. D
36. D
37. B
38. A
39. C
40. D

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