

PROGRAM DOMAINS

(STUDENT COMPETENCIES)

A description of the three developmental domains of the Spring Hill counseling program follows. Together, these domains form the Counseling Curriculum.

I. ACADEMIC DEVELOPMENT

One fundamental conception of education is that it exists primarily to prepare young people for life. Because this is the case, each component of the counseling model – counseling and developmental services, information and assessment, and teaming – contributes to this broad purpose of education. Basically, the counseling program exists to promote the healthy educational adjustment and developmental progress of students in a changing world.

Each of the components influences the educational development of students. Counseling and developmental services assist young people in planning their education, initiating career development experiences, and moving toward greater emotional and social adjustment. Information and assessment provides students with realistic and accurate information about themselves and their environment. Further, since educational personnel individually contribute to the learning environment, their collaborative efforts enrich this atmosphere. Therefore, teaming as a component of the program is highly desirable to the enhancement of the lifelong learning process. Finally, as one of the three major components of the counseling program, the educational competencies are by its very nature includes all members of the school staff and all school programs.

II. CAREER DEVELOPMENT

There are two broad, basic areas that need to be dealt with in terms of looking at career development from the information and assessment area. Assessment of information and abilities possessed by students needs to be completed prior to their participation in relevant guidance activities. In addition relevant information needs to be obtained in terms of the external world. This can be through various adult models, information packages provided by computers, or by reference materials that describe the world of work and how it relates to career development. It is important that career development be seen as a process that occurs over the life span of the individual and that appropriate tasks in terms of information-assessment should be identified for each grade level.

A comprehensive career information approach needs to be integrated within the educational curriculum. This is vital because it is not the basic learning experiences alone, but the integration of how they relate to the individual, that will affect the student's overall ability to be a productive member of society.

Within the career development domain, there needs to be an awareness of the world of work and the personal characteristics relevant to it. The student needs to have a concept of self in relation to the world of work in order to engage in effective decision making strategies and to plan for achievement of career goals.

Career awareness goals need to be established for each grade level. The planning, activities, assessment, and appropriate information experiences will be made available for the students. There will be a monitoring of student performance relative to the intended outcomes.

III. PERSONAL AND SOCIAL DEVELOPMENT

The primary purpose of education continues to be the development of living skills, which foster student development of strong self-concepts and a belief that they can succeed, achieve, and contribute. The personal and social developmental focus of the curriculum is central to fostering the learning and working skills necessary to contribute to a society responding to a global technological transformation.

Current family and societal structures are producing new student needs that affect the successes of the self and teaching-learning processes. Clearly, the capacity for autonomy, independence, and a separate identity is essential for healthy, productive living in the challenges of a modern, culturally diverse society.

Newer and broader approaches are needed to create positive environments, which empower students and staff and assist students to meet tasks related to goals of self-enhancement and social enhancement. Some of the generally accepted goals of personal-social enhancement are:

SELF

- Possesses strong self concept
- Has a strong sense of competency
- Owens personal feelings
- Forms healthy attachments

SOCIETAL

- Relates well in work group
- Establishes individual and group work goals
- Maintains personal wellness
- Works well with others of different cultures

OTHER

- Is able to relate to others
- Understands needs of others
- Has personal culture
- Develops sense of community with others
- Possesses good interpersonal skills

EXCELLENCE

- Possesses a sense of dignity/honor
- Possesses power to change oneself
- Is socially responsible
- Forms genuine relationships

Structuring of the personal and social development process of learners must include the involvement of learners, staff, parents, and the community in developing the interpersonal skills for self, family, teamwork, and community collaboration.