



Fact Sheet

FUNDAMENTALS OF COUNSELING

TEST INFORMATION

This test was developed to enable schools to award credit to students for knowledge equivalent to that which is learned by students taking the course. The school may choose to award college credit to the student based on the achievement of a passing score. The passing score for each examination is determined by the school based on recommendations from the American Council on Education (ACE). This minimum credit-awarding score is equal to the mean score of students in the norming sample who received a grade of C in the course. Some schools set their own standards for awarding credit and may require a higher score than the ACE recommendation. Students should obtain this information from the institution where they expect to receive credit.

Approximate
Percent

CONTENT

The following topics, which are commonly taught in courses on this subject are covered by this examination.

	Approximate Percent		
I. Historical Development	5%		
A. Historical elements			
B. Significant influences			
C. Significant people			
II. Counselor Roles and Functions	20%		
A. Counseling as a profession			
B. Role expectations in different counseling settings			
C. Professional associations			
D. Consultation			
E. Group approaches			
F. Family counseling			
G. Self-help groups			
		H. Advocacy	
		I. Environment	
		III. The Counseling Relationship	15%
		A. Verbal and nonverbal behavior	
		B. Personal characteristics, lifestyles and capabilities	
		C. Authenticity, empathy, and confidentiality	
		D. Ethical and legal issues	
		IV. Theoretical Approaches	20%
		A. Psychodynamic	
		B. Humanistic and phenomenological	
		C. Cognitive - behavioral	
		D. Behavioral	
		E. Systems	
		F. Eclectic	
		G. Spiritual/Holistic	
		V. Social and Cultural Foundations	15%
		A. Multicultural issues (e.g., religion, race, ethnicity, socioeconomics)	
		B. Discrimination issues (e.g., gender, age, sexual orientation, disability, AIDS, managed care)	
		C. Societal concerns (e.g., substance abuse, person abuse, stress, violence)	
		VI. Career Development	7%
		A. Theories	
		B. Decision making	
		C. Information sources	
		VII. Human Growth and Development	8%
		A. Personal development	
		B. Social development	

	Approximate Percent
VIII. Assessment and Appraisal Techniques	10%
A. Testing	
B. Measurement	
C. <i>Diagnostic and Statistical Manual of Mental Disorders</i> , 4th ed. (DSM-IV)	

Questions on the test require candidates to demonstrate the following abilities. Some questions may require more than one of the abilities.

- Knowledge of basic facts and terms (about 50-55% of the examination)
- Understanding of concepts and principles (about 35-40% of the examination)
- Ability to apply knowledge to specific problems and situations (about 5-10% of the examination)

SAMPLE QUESTIONS

1. Historically, guidance and counseling services were first concerned with
 - (A) educational placement
 - (B) test appraisal
 - (C) personal concerns (D) vocational placement
2. Counseling effectiveness is primarily based on the
 - (A) relationship between client and counselor
 - (B) similarity in ages between client and counselor
 - (C) counselor's self-understanding
 - (D) counselor's understanding of human development
3. A primary function of a counselor in the initial stages of assisting a client in career planning is to encourage
 - (A) continuing education
 - (B) selecting a specific occupation
 - (C) seeking the highest possible professional level
 - (D) exploring a wide range of occupations
4. Research shows that a counselor can be most effective when providing services for a client who is a member of a minority group if the counselor
 - (A) is both knowledgeable and responsive to cultural differences
 - (B) is a member of the client's minority group
 - (C) has lived with the client's minority group for a period of time
 - (D) has had cross-cultural training
5. A basic assumption of the client-centered counseling theory is that
 - (A) the counselor should assume a directive role
 - (B) the counselor should assume a passive role
 - (C) every client possesses potential for growth
 - (D) every client behavior has a distinct psychological purpose
6. The concept of reinforcement is most often associated with
 - (A) client-centered counseling
 - (B) behavioral counseling
 - (C) psychoanalytical counseling
 - (D) Gestalt counseling
7. Most adolescents seek social acceptance and recognition through contact with
 - (A) other adolescents
 - (B) teachers
 - (C) parents
 - (D) young adults
8. Test reliability is best defined as
 - (A) the consistency of measurements obtained
 - (B) the estimate of the size of the test score error
 - (C) the test measuring what it is designed to measure
 - (D) a comparative score to which an individual's test performance can be related

9. The ethical standards code of the American Counseling Association (ACA) stresses that a counselor's primary responsibility is to
- (A) the institution or agency of employment
 - (B) the professional organization
 - (C) the client
 - (D) society
10. "Therapy groups" is the term usually given to groups in which the emphasis is on the
- (A) similarity of the members' problems
 - (B) differences among the members' problems
 - (C) common expectations of the members
 - (D) personal change and development of the members

STUDYING FOR THE EXAMINATION

The following is a list of reference publications that were being used as textbooks in college courses of the same or similar title at the time the test was developed. Appropriate textbooks for study are not limited to those listed below. If you wish to obtain study resources to prepare for the examination, you may reference either the current edition of the following titles **or** textbooks currently used at a local college or university for the same class title. It is recommended that you reference **more than one textbook** on the topics outlined in this fact sheet. You should **begin by checking textbook content against the content outline** included on the front page of this Fact Sheet **before** selecting textbooks that cover the test content from which to study. Textbooks may be found at the campus bookstore of a local college or university offering a course on the subject.

Sources for study material suggested but not limited to the following:

Brammer, Lawrence M., Everett L. Shostrom, and Philip I. Abrego. *Therapeutic Counseling and Psychotherapy*. Englewood Cliffs, NJ: Prentice Hall, current edition. **616.891 BRA, 6th ed., 1993**

****No newer editions available for 2007****

Buelow, George and Suzanne Hebert. *Counselor's Resource on Psychiatric Medications: Issues of Treatment and Referral*. Pacific Grove, CA: Brooks/Cole Publishing Co., current edition.

Cavanagh, Michael E. *The Counseling Experience: A Theoretical and Practical Approach*. Monterey, CA: Brooks/Cole Publishing Co., Prospect Heights, IL: Wareland Press, current edition. **158.3 CA V, 2nd ed., 2002**

Corey, Gerald. *Theory and Practice of Counseling and Psychotherapy*. Pacific Grove, CA: Brooks/Cole Publishing Co., current edition. **158.3 COR, 7th ed., 2005**
Ref. 158.3 COR, 6th ed., 2001

Corey, Gerald, Marianne Schneider Corey, and Patrick Callanan. *Issues and Ethics in the Helping Professions*. Pacific Grove, CA: Brooks/Cole Publishing Co., current edition. **174 CUR, 7th ed., 2007**

Egan, Gerard. *The Skilled Helper: A Problem Management Approach to Helping*. Pacific Grove, CA: Brooks/Cole Publishing Co., current edition. **158.3 EGA, 8th ed., 2007**

Faiver, Christopher, Sheri Eisengart, and Ronald Colonna. *The Counselor Intern's Handbook*. Pacific Grove, CA: Brooks/Cole Publishing Co., current edition. **158.3 FAI, 3rd ed., 2004**

George, Rickey L., and Therese S. Cristiani. *Counseling: Theory and Practice*. Englewood Cliffs, NJ: Prentice Hall, current edition. **No newer edition since 1995**

Gibson, Jane Whitney. *The Supervisory Challenge: Principles and Practices*. Englewood Cliffs, NJ: Prentice Hall, current edition. **1994 is the newest edition**

Gladding, Samuel T. *Counseling: A Comprehensive Profession*. New York, NY: Merrill, current edition. **158.3 GLA, 5th ed., 2004**

Hansen, James C., Robert H. Rossberg, and Stanley H. Cramer. *Counseling: Theory and Process*. Boston, MA: Allyn and Bacon, current edition. **158.3 RAN, 5th ed., 1994**
No Newer edition in 2007

Ivey, Allen E. *Developmental Strategies for Helpers: Individual, Family, and Network Interventions*. Second Printing. North Amherst, MA: Microtraining Associates, current edition.

Ivey, Allen E., Mary B. Ivey, and Lynn SimekMorgan. *Counseling and Psychotherapy: A Multicultural Perspective*. Boston, MA: Allyn and Bacon, current edition. **616.891 THE, 5th ed., 2002**

Jackson, James K. *AIDS, STD, and Other Communicable Diseases*. Guilford, CT: The Dushkin Publishing Groups, Inc. current edition.

Martin, David G., and Allan D. Moore, eds. *First Steps in the Art of Intervention*. Pacific Grove, CA: Brooks/Cole Publishing Co., current edition.

Patterson, C. H. *Theories of Counseling and Psychotherapy*. New York, NY: Harper & Row, current edition.

Peterson, Gary W., James P. Sampson, and Robert C. Reardon. *Career Development and Services: A Cognitive Approach*. Pacific Grove, CA: Brooks/Cole Publishing Co., current edition.

Sue, Derald Wing, Donald R. Atkinson, and George Morten. *Counseling American Minorities*. Dubuque, IA: McGraw Hill. current edition. **362.2 COD, 5th ed., 1998**

Vondracek, Fred W., and Sherry Corneal. *Strategies for Resolving Individual and Family Problems*. Pacific Grove, CA: Brooks/Cole Publishing Co., current edition.

Current textbook used by a local college or university for a course on the subject.

CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process and has made the following recommendations:

Area or Course Equivalent:	Fundamentals of Counseling
Level:	Lower-level baccalaureate
Amount of Credit:	Three (3) semester hours
Source:	ACE Commission on Educational Credit and Credentials

INFORMATION

Colleges and univerSities that would like to review additional information about the national norming, or assistance in local norming or score validation studies should write to: DSST Program, Mail Stop II-P, Thomson Prometric, 664 Rosedale Road, Princeton, New Jersey 08540.

It is advisable that schools develop a consistent policy about awarding credit based on scores from this test and that the policy be reviewed periodically. Thomson Prometric will be happy to help schools in this effort.

Footnote: These materials can be located at Little Rock Air Force Base Library - 976 Cannon Dr. /501-987-6979