

Questions: Chapter 7

Health Is Academic: A Guide to Coordinated School Health Programs **“School Counseling, Psychological, and Social Services”**

For Continuing Education Contact Hours

Area of Responsibility:

Responsibility II - Planning Effective Health Education Programs

The following questions are directly related to Chapter 7: “School Counseling, Psychological, and Social Services” written by H. Adelman *in Health Is Academic: A Guide to Coordinated School Health Programs*.

Please answer the following questions:

1. According to the definition at the beginning of Chapter 7, school counseling, psychological, and social services are designed to:

- a. Facilitate positive learning and behavior
- b. Enhance healthy development
- c. Prevent and address problems
- d. All of the above

2. Counseling, psychological, and social services are essential for young people experiencing severe and pervasive problems, such as:

- a. Inadequate basic resources
- b. Crises including natural disasters
- c. Stressful situations including a hostile condition in the neighborhood
- d. All of the above

3. Achieving the essential functions of the counseling, psychological, and social services component - namely, to minimize barriers to student learning and promote students' healthy psychosocial development - requires specific functions that fall into which of the following broad categories?

- a. Direct services, direct instruction, and crisis intervention
- b. Direct services and instruction; developing systems, program, and resources; and connecting school and community resources
- c. Developing systems, programs, and resources; connecting school and community resources; and reaching out to families that resist involvement in schooling
- d. Direct services and instruction, crisis intervention, and connecting to school and community resources

4. Interventions that are part of school counseling, psychological, and social services usually involve all of the following activities except:

- a. Supplying information
- b. Performing assessment
- c. Conducting long-term therapy
- d. Strengthening programs by contributing to systems change

5. Professionals who implement the school counseling, psychological, or social services component include:

- a. Art and dance therapists
- b. Psychiatric nurses, health educators, and classroom teachers
- c. Counselors, psychologists, and social service workers
- d. All of the above

6. "Pupil services personnel" is the term often used to describe:

- a. Professionals employed by schools to provide services
- b. Professionals contracted by schools to provide services through referrals
- c. Nonprofessional school employees who work as aides or assistants to health-service personnel
- d. All of the above

7. Because of the ratio of school psychologists, social workers, or counselors to students, a large number of students nation-wide who desperately need help to:

- a. Receive the help they need at school or through school-linked services
- b. Receive the help they need through a combination of school, school-linked, and community services
- c. Receive at least some help through a combination of school, school-linked, and community services
- d. Receive no assistance at all

8. The need to provide both physical and mental health services through school-community collaboration (such as school-linked health centers) reflects the fact that:

- a. Physical complaints are often rooted in psychological problems
- b. As many as half of the students who come to clinics have primarily nonmedical concerns
- c. Some students experience problems related to physical and sexual abuse
- d. All of the above

9. According to the chapter, collaboration is essential for:

- a. Restructuring existing resources
- b. Expanding resources
- c. Increasing the integration of resources
- d. All of the above

10. Recommended arenas for action for schools include all of the following except:

- a. Organizational restructuring
- b. Mission statement
- c. Map and analyze resources
- d. Reconstituting schools