

Comprehensive Guidance Program Model in American primary and secondary schools

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Abstract:

Entering the 21st century, the world has entered a new era of accelerated modernization, and the international pattern and social form are undergoing unprecedented profound changes. In this context, mental health, as the cornerstone of teenagers' comprehensive and healthy growth, has become increasingly important in the field of education and ushered in an unprecedented period of development opportunities. Comprehensive Guidance Program Model in American primary and secondary schools is based on the theory of human development. It is a three-dimensional, systematic and comprehensive psychological counseling mode. It is the main mode of psychological counseling in American primary and secondary schools today. This model is student-centered, points to the development of life and career, has a strict organizational structure and implementation steps, highlights the important position of psychological counseling in primary and secondary schools, and has a strong reference significance for the development of psychological counseling in primary and secondary schools in China. This paper aims to deeply analyze the development process and mechanism of the comprehensive mode of psychological counseling in American primary and secondary schools, and extract the successful experience and core ideas with universal applicability. Through this research, we hope to provide a solid scientific basis and practical guidance for the improvement of the school mental health education system in China, and help Chinese teenagers thrive on the solid foundation of mental health, and move towards a more brilliant future.

Keywords: Comprehensive Guidance Program Model; primary and secondary schools; student-centered

1. Introduction

The origin of the Comprehensive Guidance Program Model can be traced back to the “Parsons model” founded by Parsons. At the beginning of the 20th century, a career guidance movement rose in the United States. *The “Parsons model”* created by Talcott Parsons in this movement and his book *choose a career* caused great repercussions in American society. Therefore, people regard the Career Guidance Bureau founded by Parsons in 1908 as the symbol of the birth of Guidance and Counseling Service at school. From then on, it began to rise and develop in the United States. (Song, X. D. & Shi, Y. D. 2002)

However, the GC services provided by the school failed to help students achieve optimal development as they were not implemented as expected. The emergence of the problem is due to the negative views of students and some stakeholders, who believe that guidance and counseling agencies only deal with delinquent students, give punishment to those who break school regulations, act as school police, only fill vacant classes, or do other things which has nothing to do with the main tasks and functions of school counselors. Murad’s research (A. Murad. 2005) supports this fact, indicating that some school counselors are incapable of providing appropriate services for students, which affects the overall cognition of students and their parents to school counselors.

Therefore, some people are calling for the establishment of a new GC model for school youth. In 1971, the US Department of Education allocated special funds and authorized Professor Norman C. Gysbers from the University of Missouri to lead his team in helping local schools in Colombia and Puerto Rico establish a new model for implementing school career counseling, psychological counseling, and career guidance. In February 1974, a manual was born to guide the psychological counseling work of schools in various states. The manual provided the first detailed description of the Comprehensive Guidance Program Model at school announcing the birth of this model. After multiple experiments and modifications, the comprehensive model gradually improved and demonstrated enormous application value. (Gysbers, N.C 2005).

The Comprehensive Guidance Program Model at school has educational, developmental, and outreach aspects. It has educational significance because the focus is on prevention and development, rather than correction or treatment, although correction and treatment services have not been overlooked. It is developmental because it focuses on the overall development of students to enhance the overall quality of individuals. It is outreach because the students we serviced for guidance and counseling services is not limited to problem students, but all aspects of

their lives in any situation (problems, intervention goals, settings, methods, and service times). According to the Indonesian Ministry of Education (I, M.o. Education, 2008), the Comprehensive Guidance Program Model aims to help students complete development tasks, unleash their potential, and alleviate their problems. The development task is formulated as the ability standard that students must achieve. Therefore, this method is also known as standard based guidance and consultation.

By the end of the 20th century, more than half of primary and secondary schools in the United States had adopted this model as the core strategy of school psychological counseling activities (Gysbers, N.C., & Henderson, P. 2001). In 2003, the American Society of school counselors (ASCA) officially adopted the concept of “the Comprehensive Guidance Program Model” and established it as the mainstream practice model of psychological counseling in primary and secondary schools in the United States, further consolidating its important position in the education system. (Gysbers, N.C. 2005).

2. The component of the Comprehensive Guidance Program Model

The components of the Comprehensive Guidance Program Model developed and adopted by ASCA for Indonesia are specified in Article 6, Section 1 of the Education Minister’s Regulation No. 111 of 2014, as described in the “Operational Guidelines for High School Guidance and Counseling Implementation” (I. M. o. E. a. Culture 2016). Generally speaking, these components can be explained as follows:

a. The guidance curriculum may be characterized as a meticulously crafted process, designed to facilitate consultants across various stages through structured activities and collective preparatory measures. These activities, systematically orchestrated and executed, are tailored to enhance competencies in effective self-adaptation, in synergy with the respective developmental milestones and associated responsibilities. Such perspectives fundamentally pertain to the benchmarks of autonomous proficiency.

b. Personal planning: Personal planning entails offering guidance to consultants, empowering them to devise and execute comprehensive future-oriented activities rooted in an understanding of their individual strengths, weaknesses, and the opportunities present within their environment. Consultants need to have a deep understanding of the clients, provide accurate explanations of the assessment results, and offer precise information that matches the opportunities and potential of the students. This information is relevant to their talents and special needs in order to

make the right decisions and maximize their potential.

c. Responsive service: Responsive service aims to assist consultants who have problems and need immediate help, so that they are not hindered in completing development tasks. The strategies employed for responsive services encompass individual counseling sessions, group counseling, general counseling, collaborative efforts, home visits, and the referral of cases as needed.

d. System support: As mentioned above, the three program components (guided courses, personal planning, and responsive services) are directly provided to students. Considering that system support includes services and management, work procedures, infrastructure including information and communication technology, enhancing the professional competencies of counselors or school counselors, and fostering sustainable consulting practices.

3. The significance and challenges of the Comprehensive Guidance Program Model

When implemented, the Comprehensive Guidance Program Model will be combined with clinical, remedial, and preventive approaches (Ridwan 2008). Richardson from the Alabama Department of Education also pointed out the advantages of the Comprehensive Guidance Program Model (E. Richardson 2003). Drawing from his research, he reached the conclusion that the Comprehensive Guidance Program offers substantial advantages to students, aiding them in fulfilling their intellectual, emotional, social, and psychological requirements. This meticulously structured program encompasses a series of activities tailored to address these needs. More specifically, it empowers students to develop the capacity to comprehend themselves and others, ascertain their educational goals, and strategically plan their careers throughout primary, middle, and high school. Each school has certified school counselors who conduct the Comprehensive Guidance Program with the support of all teachers, administrators, students, and parents. Considering the above explanation, it is recommended that school counselors prepare the Comprehensive Guidance Program that are suitable for students' development tasks, emphasize the relationships between majors in school education units, and promote the promotion of this program, so that students can understand the purpose and benefits of this program, thereby improving their satisfaction with the Comprehensive Guidance Program services.

The Comprehensive Guidance Program Model in American primary and secondary schools has elevated the status of psychological counseling in schools and made

it an indispensable part of school teaching tasks. At the same time, this model can ensure that every student has equal opportunities to receive systematic and comprehensive psychological counseling, and master clear relevant knowledge and skills. (American School Counselor Association 2003). Of course, the Comprehensive Guidance Program Model also faces many challenges, such as whether the theoretical basis of this model has been fully recognized by primary and secondary schools, whether schools can fully implement this model, and whether this model will be disrupted by some administrative affairs in the implementation process and affect its effectiveness (Gysbers, N.C., & Henderson, P. 2000). The existence of these challenges may change certain elements of the comprehensive psychological counseling model, but the overall framework of the model will not easily change because its student-centered philosophy conforms to the basic laws of education, enabling students to better adapt to modern society and more confidently face future challenges (Tong, Y. H. 2004)

4. Conclusion

The results indicate that the cumulative satisfaction of students with GC services at appropriate, low, and very low levels is 52.9%. In simpler terms, the service delivery falls short of expectations. The levels of satisfaction, ranging from sufficient to low and very low, can be attributed to inadequate or poor-quality services. This subpar quality might stem from the suboptimal operation of Guidance and Counseling (GC) in schools and the unprofessional conduct of school counselors. During the preparation of the GC curriculum, they overlooked the students' needs and the objective conditions necessary for their growth. Moreover, the designed courses do not align with the school's vision and mission. Consequently, it is advisable for school counselors to devise comprehensive GC programs that cater to the students' developmental tasks, highlighting the interconnections between majors within school education units. This approach aims to enhance students' satisfaction with GC services and improve the performance of school counselors. The Comprehensive Guidance Program Model also has important implications for psychological counseling in primary and secondary schools in China.

Firstly, it should be student-centered, aimed at students' "life and career development", and accessible to all students. Due to the limitations of traditional educational concepts, relevant policies, school financial situation, and professionalization of psychological counseling faculty, the psychological counseling carried out in primary and secondary schools in China is largely a responsive psy-

chological counseling, which is difficult to target all students in the school and promote the comprehensive development of all students in the school. The theoretical basis of the comprehensive psychological counseling model is “life and career development”, aiming to promote the comprehensive development of all students, not just for some students with serious psychological problems, reflecting the student-centered educational philosophy.

Secondly, establish a professional and well-structured team of psychological counseling teachers for primary and secondary schools. School psychological counseling is a highly specialized and demanding profession. If the issue of teaching staff is not effectively resolved, it will inevitably hinder the healthy development of psychological counseling in primary and secondary schools in China. In contrast, the comprehensive psychological counseling model emphasizes that specialized psychological counseling teachers should lead the entire comprehensive counseling model. At the same time, it is necessary to closely cooperate with students’ parents, school administrators, subject teachers, and community workers, so that they can also participate in the comprehensive psychological counseling model, and together form a highly specialized and structurally reasonable team of primary and secondary school psychological counseling teachers.

Thirdly, establish a three-dimensional and comprehensive psychological health education and counseling system for primary and secondary schools. At present, many models of psychological counseling in primary and secondary schools in China have many similarities with the “position centered psychological counseling model” and the “service centered psychological counseling model”, such as the low status and unclear responsibilities of psychological counseling teachers in schools, and their working hours often being occupied by administrative agencies; Psychological counseling lacks organization and systematicity, and psychological counseling work is easily reduced to formality. The comprehensive model of psychological counseling advocates the establishment of a three-dimensional and comprehensive mental health education system for primary and secondary schools. This system not only specifies the knowledge and skills that students should acquire through psychological counseling, describes the rigorous framework and organizational steps for conducting

school psychological counseling, clarifies the corresponding responsibilities and work time allocation of school psychological counseling teachers, but also points out the necessary resource elements for the effective operation of the comprehensive model of psychological counseling. These have strong reference significance for the effective development of psychological counseling work in primary and secondary schools in China.

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