DOCUMENT RESUME

ED 192 129 CE 026 726

AUTHOR	Underhill, Jane, Ed.
TITLE	Skills for Adult Guidance Educators. SAGE Handbook.
INSTITUTION	Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Apr 75
NOTE	78p.; For related documents see CE 026 727-739.
AVAILABLE FROM	Northwest Regional Educational Laboratory, Office of Marketing, 710 S.W. Second Ave., Portland, OR 97204 ($9.50; complete set of fourteen volumes, $61.00)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Adult Counseling; Adult Education; Career Counseling; Career Guidance; Counseling Services; *Counselor Training; Guidance Programs; Material Development; *Program Development; *Program Implementation; *Skills; Student Personnel Services
IDENTIFIERS	Adult Career Education Counseling Project

ABSTRACT

This handbook is part of the materials in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different program settings, target populations, and local conditions. Recommended for all users of the materials as an aid in getting maximum benefit from use of the total system, the handbook provides information relative to project replication procedures, understanding of SAGE materials, and usability of the training system in local educational settings. Prime emphasis is placed on the establishment and implementation of adult student personnel programs. Section 1 presents perspectives and orientation to the Adult Career Education Counseling Project, which developed SAGE. Section 2 explains the interrelationships among the documents comprising the system: Handbook, Twelve Packages, and Answer Key. (These materials are available separately.) Two subsections catalog information on general titles of packages, role statements, and modules. Section 3 articulates the projects's training model for module development. It suggests specific steps for individual module-development activities with recommendations for program implementation and evaluation. Section 4 describes the project's conceptual model, which is based on psychological premises of life stage, life style, life space, and life planning. It discusses the project assumptions about the dynamics of human behavior. (YLB)

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ED192129

SKILLS FOR ADULT GUIDANCE EDUCATORS.

Package

SAGE Handbook

Developed by the
ADULT EDUCATION PROGRAM
of the
Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon 97204

April, 1975

CE 026 726

DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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Acknowledgements

The Skills for Adult Guidance Educators (SAGE) materials of the Adult Career Education Counseling Project were completed through the cooperation, guidance, interest, and assistance of many individuals who devoted their time, effort, and expertise toward this end goal.

Eleanor Barrett and Roberta Eastman typed and proofread the final manuscript for all SAGE materials. Jane Underhill served as editor/writer and provided valuable suggestions relative to organization, content, and format of the SAGE materials.

W. Aubrey Gardner, Program Director, provided technical assistance and program strategies regarding the scope, orientation, and direction of the materials.

A special note of recognition is expressed to Gerald Brown who assumed the major responsibility for writing Section III of the SAGE Handbook. He also was responsible for adapting many of the modules contained in the Package Series from the Manpower and Community College Counselor Training Program (MCCCP).

A very special note of gratitude and appreciation is expressed to the individuals of the Module Development Committee who assumed major responsibility for writing the modules contained in the Package Series. The names of the module developers, institutional affiliation, and module numbers which they wrote are contained below.

Judith L. Haynes
Southwestern Oregon Community College
Coos Bay, Oregon
20.1, 20.2, 20.3

Anita Herzog
Idaho State University
Pocatello, Idaho
3.2, 3.4, 3.5; 19.1, 19.2, 19.3, 19.4, 19.5, 19.6

Cynthia Hilden
Blue Mountain Community College
Pendleton, Oregon
9.1, 9.2, 9.3

Reita Hribernick
Lane Community College
Eugene, Oregon
11.1, 11.2, 11.3, 11.4; 14.1, 14.2, 14.3, 14.4

Donna Lane
Chemeketa Community College
Salem, Oregon
15.2; 18.1

Mary C. Lorence
Southwestern Oregon Community College
Coos Bay, Oregon
17.1, 17.2, 17.3

Sheldon L. Meyer
University of Oregon
Eugene, Oregon
6.1, 6.2; 7.1, 7.2

Tom Nesby
Yakima Valley OIC
Yakima, Washington
13.1

Reba Powell
Central Oregon Community College
Bend, Oregon
15.1, 15.3

Michael St. John
Portland Community College
Portland, Oregon
12.3, 12.4, 12.5, 12.6

Phyllis Sayles
Lower Columbia Community College
Longview, Washington
10.7; 21.1, 21.3

Carolyn Crowder
Idaho State University
Pocatello, Idaho
3.1, 3.3; 10.4, 10.5, 10.6

[illegible] Willing
[illegible] Vocational-Technical School
[illegible]ton, Washington
[illegible]1, 10.2, 10.3

Robert Riso (Field Supervisor at rural [illegible] tes[illegible]
[illegible]ho State University
[illegible]ello, Idaho
[illegible]5; 15.1, 15.2, [illegible].3

[illegible]rad Brown
[illegible]west Regional Educational Laborat[illegible]
[illegible]land, Oregon
[illegible]nversion modules)
[illegible], 5.2, 5.3, 5.4; 8.1, 8.2, 8.3, 8.4; [illegible], [illegible].2, 12.8;
13 2; 21.2, 21.4

[illegible]oject Staff
[illegible], 4.2; 16.1, 16.2, 16.3; 20.4

John Hartwig

[illegible] Hartwig, Coordinator
Adult Education Program
April, 1975

Preface

The goal of this Handbook is to provide information relative to project replication procedures, understanding of SAGE materials, and usability of the training system in local educational settings. Prime emphasis is placed on the establishment and implementation of adult student personnel programs.

This goal is supported by four objectives: (1) major events outlining the Adult Career Education Counseling Project, (2) use of SAGE materials, (3) use of module development procedures, and (4) project conceptual model. These objectives are explained in the SAGE Handbook's four sections.

Section I presents the perspectives and orientation to the Adult Career Education Counseling Project. It is designed to explain the major events in project development.

Section II explains the interrelationships among the documents comprising the SAGE training system: (1) SAGE Handbook, (2) Twelve Packages and (3) Answer Key. This section presents a four-step approach to the document interrelationships. There are two subsections (Package Guide and Module Index) that catalog information relative to the general titles of packages, role statements, and modules.

Section III articulates the project's training model for module development. It suggests specific steps for individual module development activities with recommendations for program implementation and evaluation.

Section IV describes the project's conceptual model. The model is based on the psychological premises of life stage, life style, life space, and life planning concepts. It discusses the projects assumptions about the dynamics of human behavior.

The project staff feel that if you have an understanding of the concepts presented in this Handbook, you should be able to design an adult student personnel program that reflects the needs of the adult target population which your local program serves.

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SECTION I
OVERVIEW

PERSPECTIVES

Present day society is turbulent with social, political, and scientific change of great force, swift pace, and high order complexity. One enduring characteristic of modern society is change. As a result of the knowledge explosion compounded with the factors of rapid pace, social change, obsolescense of knowledge, technical advancement, impact of cybernetics, and the loss of identity for the individual, the adult student is finding it necessary to return to a systematically organized program of adult education. The adult student does so because of a basic recognition that today's social, economic, and cultural trends clearly dictate the need for continuing education. Individuals who want to participate fully in the life of their community and gain advancement in a chosen career, must acquire a tremendous amount of new information to keep abreast of changing career, sociological, psychological, and personal trends in current life-style patterns.

Implied in this trend of adult and continuing education is the need for adult counseling and guidance programs which are considered an integral part of the total education system. In adult education, the area of effective counseling and guidance services is one of the most neglected.

With the elective system in secondary schools, much attention has been given to guidance programs and to the training and certification of secondary school personnel in counseling. But to a large extent the adult has had to ferret out counseling and guidance services wherever they could be found. In many cases, these services have been provided by persons with little or no formal training in adult counseling and guidance services. Our increasingly technological society must develop adequate counseling and guidance services with a design toward helping adults cope with changing life-style patterns. These programs need to support a general philosophy of adult growth and development concepts.

Belief in the provision of counseling and guidance services for adults has emerged from a commitment of adult counselors and counselor educators to a humanistic philosophy of human growth and development. Counseling and guidance programs should reinforce a strong commitment to the process of understanding human development and translating that understanding into helping adults establish realistic and meaningful life goals.

Most psychological literature on human growth and development starts with conception and ends with adolescence or early childhood. The assumption appears to be that development completely stops at the end of early adulthood. The next body of literature is devoted to geriatrics

and gerontology. Thus, between the infant and the infirm, there is a gap in knowledge about the human growth and development patterns of normal, mature, self-actualizing persons between the ages of 25 and senescense.

On the other hand, a growing group of developmental psychologists feels that the adult phase of life is the largest and longest phase. Given that aging begins at birth, the implication is that development never stops but is a lifelong process and continues until death. The logical conclusion is that if effective strategies for developing adult student personnel training programs are to be conceptualized, a data base must be established which postulates adult human growth and development principles.

A basic problem arises when one considers the difficulty of translating philosophical constructs into concrete learning materials. Theories about adult counseling and guidance services arise from the concensus that research about developmental needs of adults is critically inadequate. Given this inadequacy, it seems unreasonable to expect the same "commitment" from adult counseling and guidance personnel as is assumed in personnel from other counseling areas.

Compounding the intrinsic problem created by inadequate knowledge of the developmental patterns of adults is a related problem: the inadequate training of adult student personnel. So little research has been conducted in the area of adult counseling and guidance that few counselors are adequately and specifically trained in this area. Therefore, adult education programs are often staffed by persons with only peripheral skills.

Ultimately, only extensive research will bring tentative plans of action relative to the long-range problem of gaining a more comprehensive understanding of adult developmental patterns. In the meantime, a more immediate need is for competent adult counseling and guidance personnel. The Adult Career Education and Counseling Project has addressed itself to the need by developing Skills for Adult Guidance Educators (SAGE), a systematic approach to an adult counseling and guidance program. SAGE thereby provides a flexible, adaptable model for implementing student personnel programs designed specifically for adults.

Based upon a field survey, it is our belief that the general absence of adult counseling and guidance services points to a need for counselor and/or adult education programs specifically related to the developmental needs of adults. In the midst of books, studies, and research dealing with the counseling and guidance of the undergraduate student, little

has been written or researched in this area as it relates to the adult student. Graduate programs in adult or counselor education have not functioned with the purpose of preparing counseling specialists for adult education. One source notes that colleges and universities offer guidance and counseling programs for elementary, secondary, and college levels, as well as rehabilitation-counseling programs, but none had yet begun to conceptualize counseling and guidance programs for the adult student.

In recent years, an encouraging turn of events reveals that some colleges and universities are beginning to offer graduate level programs and courses centered around guidance and counseling concepts dealing with the needs of adults. At this point in time, however, the fact is that most personnel who counsel with adult students have had little opportunity for formal training in adult counseling and guidance methods, techniques, and materials.

Adult students need specific counseling and guidance services. Counseling and guidance techniques generated from related disciplines, such as secondary or college counseling, are not adequate to meet the needs of adults. On the other hand, techniques can be developed which will have a significant impact on the quality of learning experiences provided for adults. We are therefore persuaded that adult education personnel, from counselor to paraprofessional, can offer specialized abilities and understanding to their adult clients. In the past, adult education personnel have lacked an opportunity to acquire specialized abilities.

The fulcrum of SAGE's system is a commitment to the concept that life-long learning and lifelong career development are intrinsic processes in human development. Related to this commitment is the "total career life-style planning" approach to human development whereby adults are given assistance in: (1) identifying their numerous life roles, and (2) fitting them into a total life style. Thus, the adult counselor is, in part, a specialist assisting adults to become more self-actualized persons through a process of "total life planning." Training which emphasizes the "total career life-style planning" approach to human development will result in the preparation of adult counseling and guidance personnel with capabilities for working with adults in this way. Thus, counseling and guidance services could be available to adults as they move through their lifelong career development. Career development is a lifelong process, and counseling is as necessary in the mid-stages of career development as it is in the formative stages.

Another characteristic feature of SAGE is its attempt to incorporate competencies from both adult education and counselor education. We support the recommendation that professional organizations in both

fields—adult education and counselor education—should combine their expertise at the local, state, and federal levels to establish programs and courses with both an adult and counselor education frame of reference. As a result, we have tried to involve both adult and counselor educators in all phases of planning and evaluation. Both points of view are therefore reflected in planning and product.

SAGE attempts to meet another need in the field of adult education. It fosters a "team approach" among adult education and counseling staff. Members of this team are program directors, counselors, instructors, and paraprofessionals. The modular instructional system is arranged so that competence can be gained at any team member's respective level. A stated competence for any given module can therefore be gained at either the professional, instructional, or paraprofessional level. Thus, members of the adult education team can be united by a common competence, a common experience, a common knowledge. Or, in other cases, members of the adult education team may elect to master complementary rather than identical competencies, depending upon the unique needs of that specific team.

Interested members of the adult education team may therefore opt to master any or all of the module competencies—individually, or in cooperation with other members. Ideally, program goals can be met by matching needs to suitable competencies. The competencies have been designed to allow optimum choice to an entire adult education team and/or its individual members.

Optimum adaptability also is assured: If a competence needed by any individual, team, or local program is not met by existing modules, that competence may be developed by local staff. Directions for creating personalized competencies are included in Section III. These directions follow the individualized, open-entry/open-exit, modularized system typical of the Learning Activity Package (LAP) approach to instruction. Thus, individuals or adult education teams will determine their own needs and consequently their own training programs by adapting or revising modules or by creating additional ones.

Ideally, direct involvement in a modularized training system will result in more knowledgeable and skilled adult education administrators, counselors, instructors, and instructor aides. The modularized program also will encourage continued personal and professional growth among adult education staff by providing a career ladder of competence in adult student personnel programs.

SAGE is a starting point in filling a void in adult counselor education and in meeting the immediate need of providing professionally trained staff. SAGE diminishes this void by providing both a staff development tool for

student personnel programs as well as an innovative, adaptable, flexible training system enabling adult and counselor educators to meet program needs and objectives.

ADULT CAREER EDUCATION COUNSELING PROJECT

Goals and Objectives

The Adult Career Education Counseling Project which developed SAGE was a 309(b) special demonstration project funded by the United States Office of Education, Division of Adult Education. The grantee agency was the Northwest Regional Educational Laboratory in Portland, Oregon. The general goal of the Project was to develop, pilot test, evaluate, and disseminate a competency-based, open-entry/open-exit training model for adult counseling and guidance programs.

The specific objectives of the Project were: (1) to identify roles of counselors and staff with counseling and guidance functions, (2) to develop a set of necessary competencies for adult education counselors and staff with counseling and guidance functions, (3) to test and evaluate the initial set of competencies, and (4) to develop a process for the installation of competencies through pre- and inservice programs. (Eventually, these objectives were realized in the Project product, SAGE.)

Review of Literature

In order to realize these specific objectives, we began with the preparatory research procedure of exploring related scholarship. Eventually, the result of this initial effort was the publication of the comprehensive document, Adult Career Education Counseling and Guidance Literature Resource and the Supplemental Literature Resource for Adult Career Education Counseling and Guidance. The Resources contain 904 classified, annotated references addressing the areas of: (1) adult counseling and guidance, (2) adult career education and career development, (3) competency-based counseling and guidance programs, and (4) current adult education programs based on an individualized competence system. In addition, the Resources compile the most relevant books, articles, journals, information from clearinghouses, as well as materials from the National Survey of this Project which are not currently in print. The purpose of the two Resources is to provide the practitioner or researcher with a variety of research sources in two related documents.

In addition, a further research procedure involved conducting a National Survey to ascertain which competencies ought to be included in the

system. With an attempt to involve both counselors and adult educators, approximately 1,500 inquiries were sent to five target populations:

(1) State directors of adult education

(2) State directors of counseling and guidance programs

(3) State directors of vocational-technical education programs

(4) Adult education graduate program professors

(5) Counseling and guidance professors in four-year colleges

The result of the survey was a wide offering of professional opinion which prepared the way for the development of specific learning tasks (modules).

Conceptual Model

When initial research efforts were complete, the second step of the Project was underway. It consisted of defining our philosophy of individual development. Definition took the concrete form of the Project conceptual model. The conceptual model emphasized the "total career life-style planning" approach to individual development. As such it identifies the life roles of adults (e.g., wage earner, citizen, student) and stresses the awareness of the adult to perceive the interrelationships among these differing life roles through total life planning. (See Section IV of this Handbook.) The model also was used to assist in the designation and development of competencies relevant to adult counseling and guidance functions.

Definition of Terms

Developing the conceptual model was a process of defining our beliefs about individual development. A related process was the third step of the Project, the definition of terms. The definitions selected tend to reinforce the life-roles approach to adult counseling and guidance, as represented in the conceptual model, and are as follows:

Adults

Individuals who have come into that stage of life in which they have assumed responsibility for themselves and others, and who have concomitantly accepted a functional productive role in the community

Career

A sequence of life events which significantly contributes to or affects an individual's life role

Career Development

The continuous lifelong interaction among psychological, sociological, educational, physiological, economic, aesthetic, and vocational factors that affects individuals as they make decisions about themselves in relation to their total life style

Career Education

A systematic attempt to increase career options available to individuals and to assist in acclimatization of individuals for their several life roles: economic, community, domestic, vocational, aesthetic

Career Guidance

A wide range of functions (of which counseling is the central function) which is directed toward helping individuals make optimum use of their alternatives in acquiring an education and in pursuing a career

Competence

A skill to be mastered

Counseling

A systematic exploration of self and/or environment by a client with the aid of a counselor to clarify self-understanding and/or environmental alternatives so that decisions or changes are made on the basis of greater cognitive and affective understanding

Training Model

In the fourth step we designed a training model. As the conceptual model in its concrete form expresses a philosophy of human development, so the training model in its concrete form expresses a philosophy of individualized instruction. The training model contains the elements of the Learning Activity Package (LAP) approach: a learning objective, rationale statement, preassessment, learning activities, and a post-assessment. Thus, learning tasks (or modules) are separate entities and learners are required to make active responses at their own paces. The LAP approach to instruction has the potential to:

(1) Increase student motivation through realistic and relevant experiences

(2) Measure skills and concepts already mastered

(3) Help bridge the gap between everyday life and the relative abstractness of some curriculum topics by providing real-life experiences

(4) Establish an opportunity for the student to use imagination, problem solving, and creativity skills

(5) Encourage student responsibility for their own learning through interaction with a continuous learning process

Particularly strategic qualities of the LAP training model are its adaptability and flexibility. Local staff may use those learning tasks (or modules) which best fulfill their program's needs. Graduate programs in either adult and/or counselor education will have the option of using any or all of the training materials to complement their program's objectives. Or, in other cases, programs may develop their own learning competencies or modules using the process approach to module development outlined in Section III.

Role Statements

The fifth and sixth steps of the Project were concerned more with "what" was to be learned than "how" it was to be learned. In other words, once the model of instruction was selected, the learning objectives themselves had to be selected.

The fifth step, therefore, involved selecting an Advisory Committee to assist in identification and selection of major learning areas, known as role statements. The Advisory Committee consisted of an equal representation of adult students, adult education and counselor education personnel, directors of adult education programs, and counselors in adult education settings. (See Module Index in Section II for list of role statements.)

Modules

In the sixth step, modules representing appropriate competencies from both adult and counselor education disciplines were developed. The Module Development Committee was composed of eighteen adult and counselor educators. The Committee was responsible for dividing the 21 adult counseling and guidance role statements into learning objectives, or modules. The Module Development Committee also was responsible for designing these modules according to the LAP training model. Each module, therefore, became a separate entity with its own learning objective, rationale, preassessment, learning activities, and post-assessment. (See Module Index in Section II for a complete list of modules.)

Pilot Testing

The seventh step involved pilot testing the modules. Pilot test activities were carried out by two field supervisors. One supervisor operated in the rural environment of Pocatello, Idaho; the other supervisor operated in the urban environment of Portland, Oregon. In pilot testing the materials, both supervisors worked with trainees representing an equal distribution over three levels of responsibility in adult education programs: counselor, instructor, and paraprofessional.

Over a period of six months, each trainee tested 20 modules selected from the original field of sixty-five. During the testing of each module, the supervisors acted as monitors. After completion of each module, the supervisors interviewed trainees to elicit recommendations for revision.

Revision

The eighth step of the Project had one concern. That was to revise and rewrite the original role statements and modules. Revision of the original learning materials was based both upon evaluative data synthesized from pilot test activities and a reading level analysis of each original module. The Module Development Committee that drafted the original modules also was involved in rewriting them.

Dissemination

The ninth step of the Project focused on dissemination strategies. We disseminated the completed materials to two target populations: (1) adult educators, and (2) counselor educators. The means of dissemination were national, regional, state and local workshops, conferences, Project publications, and commercial publications.

The initial objectives of the dissemination phase were twofold: (1) to create an awareness of the Project's goals and objectives for both target populations, and (2) to train adult guidance personnel in using the total SAGE system for local adult or counselor education programs.

SUMMARY

The SAGE training system was developed in the following nine steps.

(1) Exploring scholarly research and conducting a nationwide survey

(2) Defining a philosophy of individual development materialized in the conceptual model

(3) Arriving at a definition of terms

(4) Defining a philosophy of instructic ..ialized in the training model

(5) Selecting an Advisory Committee re ible for designating role statements

(6) Selecting a Module Development Committee responsible for developing role statements into modules

(7) Pilot testing the modules

(8) Revising the original modules

(9) Disseminating the final system

As a result, final documents are as follows: (1) the Adult Career Education Counseling and Guidance Literature Resource, (2) the Supplemental Literature Resource for Adult Career Education Counseling and Guidance, (3) SAGE Handbook, (4) SAGE Packages, and (5) SAGE Answer Key.

In brief, the SAGE system was developed by the Project for adult counseling and guidance programs throughout the United States. We have attempted to take into full consideration circumstances that may be indigenous to any locale. The adaptability, flexibility, and usability of SAGE should be stressed. We assume that each local program and/or university is in the best position to determine its own needs; therefore, local staff or program instructors may use those modules which best fulfill program needs. Thus, it is possible to design a suitable adult student personnel program by using the total training program, adapting or revising modules, or by developing additional modules. New modules can be developed by following guidelines to module development given in Section III.

We have made a concentrated effort to produce quality documents and materials which have a practical application to adult education personnel who have a guidance and/or counseling responsibility. We stress our attempt to have involved both adult and counselor educators in all phases of planning and evaluation. Contributions from both fields give SAGE a wholeness and cohesiveness which tend to reflect both points of view in planning, goals, and objectives.

The ultimate criteria of success in the completed SAGE system will be determined by its usability, flexibility, and adaptability. We trust both product, and, more importantly, process will be a significant starting point in filling the void in adult and counselor education.

SECTION II
TRAINING GUIDE

INTRODUCTION

The purpose of this section is to explain in four steps how to use the three documents comprising the SAGE Training System. The three documents are: (1) SAGE Handbook, (2) SAGE Packages, and (3) SAGE Answer Key.

STEP ONE: USING THE PACKAGE GUIDE

On page 19 you will find a Package Guide. This table is a guide to the Packages by number, title, color, and page. The first column indicates the number of a package in the series of packages. The second column supplies a general title for each of the 12 packages. The third column provides a color guide to be explained in the paragraph below. The fourth column cites the page of the Module Index on which you can locate an outline of role statements and module competence statements for each package.

The third column is a guide to the color assigned each package. This column provides a color-coded guide to that package throughout all three documents. In the Module Index, the package outlines are printed on pages of the color indicated in the Package Guide. The separate Package will also be bound in a cover of corresponding color. For instance, Package Number Three has a bright blue cover color. The bright blue cover color corresponds to the colored outline pages of Package Number Three in the Module Index located on page 27. Likewise, answers to the pre- and postassessments in any package are located in the matching, colored pages of the third document, the SAGE Answer Key. In this instance, all answer keys to the modules contained in Package Number Three are on bright blue pages.

STEP TWO: RELATING THE PACKAGE GUIDE TO THE MODULE INDEX

The role statements and module competence statements of any package are found in the Module Index. These statements start on the page number and have the same color indicated in the Package Guide on page 19. For example, the Package Guide indicates that the titled contents (i.e., role and competence statements) of Package Number Three begin on page 27 in the Module Index, on bright blue paper. Turn to page 27. Notice, as indicated in the Guide, the page color is bright blue.

On page 27, you will find a title at the top of the page: "Retirement and Leisure Counseling." This is the same package title that was indicated in the Package Guide. Then you will read the number of the package, Package Number Three.

Also on page 27 notice that Package Number Three has two role statements indicated by 6.0 and 7.0. The first, 6.0, cites a particular role of the adult counselor or guidance person: "Demonstrate ability to counsel with client regarding retirement plans." The second, 7.0, states another role of the adult counselor or guidance person: "Demonstrate ability to counsel with client regarding leisure time and avocational activities."

All role statements within the training system are similarly numbered and stated. All role statement numbers begin with a whole number which is followed by a decimal and then a zero—1.0 through 21.0.

Now notice that under each role statement there is the word "module." A module contains a specific competence within an adult counseling and guidance role. Each module, therefore, states in concrete terms a specific competence to be gained: for example, Module 6.1 states "Secure knowledge of theories of aging" and Module 6.2 states "Investigate referral sources for senior citizens."

The two role statements on page 27 have two specific competencies each. Listed in 6.0 are Modules 6.1 and 6.2. Listed in 7.0 are Modules 7.1 and 7.2. Modules are numbered consecutively within their roles. Thus, each module begins with its role statement number (in this case either a 6 or 7) and is followed by a decimal and then its individual module number (in this case, either a 1 or 2). On page 27 of the Module Index, notice again that Package Number Three has two role statements and four modules. The role statement is always indicated by a number followed by a decimal and a zero: 6.0, 7.0. Modules, on the other hand, are always indicated first by the number of their respective role and then by their own number on the right of the decimal. Thus, in 6.0, there are two modules, 6.1 and 6.2; in 7.0, there also are two modules, 7.1 and 7.2

STEP THREE: RELATING THE MODULE INDEX TO THE PACKAGES

After following Steps One and Two, locate Package Number Three among the differently-colored packages. Notice Package Number Three has a bright blue cover color. The bright blue cover corresponds with the bright blue color given in the Guide and with the bright blue pages of the Module Index.

The first module of Package Number Three is Module 6.1 as indicated in the Package Guide and the Module Index. Module 6.1 states: "Secure knowledge of theories of aging." Read through the module. Note that the module components correspond to those discussed in the "Module Development" section on pages 55 and 56. After you have read this

module, find the answers to the pre- and postassessment components in the third document, SAGE Answer Key.

STEP FOUR: RELATING THE PACKAGES TO THE ANSWER KEY

In Step Three, you isolated a particular training package—Number Three—among the many packages and read through Module 6.1. You will have noticed the pre- and postassessment components of this module. The answers to the assessments are not contained in Package Number Three itself. In order to find the answers, refer to the third document, the SAGE Answer Key. Notice the pages of this document are multi-colored. They match the colors cited in the Package Guide, the pages of the Module Index and the cover colors of the packages. By now you know that Package Number Three is identified by a bright blue color; therefore, to find the answers to Module 6.1 (or any other module that is a part of Package Number Three), turn to the bright blue pages of the Answer Key and you will find the answers for the assessments of Module 6.1 (and all other modules of Package Number Three). All modules in the training system contain either (1) a separate preassessment and postassessment answer key (if preassessment and postassessment components in the module are different from one another) or (2) just one combined pre- and postassessment answer key (if pre- and postassessment components in the module are the same instrument).

SUMMARY

Having been instructed in how to use the four-step SAGE system, you may wish to examine further modules. In that case, follow the above four steps or use the outline below.

Step One

Locate the Package Guide on page 19 . Notice the page number of the titled contents of a specific package and/or its color and locate that page and/or color in the Module Index.

Step Two

Read through the titles of the roles and modules within that package as they are printed in the Module Index. Note the role statement and module numbers.

Step Three

Turn to the separate package in which you are interested. Locate it either by package title, color or number. All three means of identification

are consistent. In that package, you will find all roles and modules belonging to that package. Select the modules which interest you.

Step Four

As a final step, isolate the pages in the Answer Key which correspond to your package's identifying color. On those pages you will find in consecutive order the answers to the pre- and/or postassessment components of the modules in that package.

PACKAGE GUIDE

Package	Title	Color Code	Page
Number 1	Guidance and Counseling: Theory and Techniques	Gay Green	23
Number 2	Skills in Group Counseling	Surf Green	25
Number 3	Retirement and Leisure Counseling	Blue Jean	27
Number 4	Career Development	Cool Blue	29
Number 5	Toward Interracial and Intercultural Understanding	Sand Stone	31
Number 6	Identifying Community Resources	Persimmon	33
Number 7	Exploring the Labor Market and Discrimination	Razzle Red	35
Number 8	Designing and Coordinating the Adult Counseling and Guidance Program	Cadet Gray	37
Number 9	Using the Team Approach in Adult Counseling and Guidance Programs	Forever Amber	39
Number 10	Retention and Followup of Adult Students	Pastelle Yellow	41
Number 11	Selecting Assessment Instruments	Antique Gold	43
Number 12	Proposal Writing	Lively Ivory	45

Module Index

PACKAGE NUMBER ONE

GUIDANCE AND COUNSELING: THEORY AND TECHNIQUES

1.0 Demonstrate ability to differentiate between the concepts of guidance and counseling

Module 1.1

Differentiate between the concepts of guidance and counseling

2.0 Demonstrate articulation of personal counseling theory and its theoretical basis

Module 2.1

Communicate knowledge of three contemporary counseling theories

Module 2.2

State and support personal counseling theory

Module 2.3

Communicate personal counseling theory

3.0 Demonstrate ability to carry out a one-to-one counseling session

Module 3.1

Develop skill with leads and responses

Module 3.2

Develop empathic counselor behavior

Module 3.3

Discern non-verbal communication

Module 3.4

Establish short-term goals

Module 3.5

Integrate counseling skills

4.0 Demonstrate ability to conduct a guidance interview to achieve a specific end

Module 4.1

Conduct an interview assisting an adult in self-awareness

Module 4.2

Conduct an interview assisting an adult in establishing long- and short-term goals

PACKAGE NUMBER TWO

SKILLS IN GROUP COUNSELING

5.0 Demonstrate ability to structure and conduct group counseling sessions

Module 5.1

Explore criteria used to form counseling group

Module 5.2

Identify the stages of development in a working group

Module 5.3

Learn to structure a counseling group

Module 5.4

Evidence appropriate responses to client behaviors in groups

PACKAGE NUMBER THREE

RETIREMENT AND LEISURE COUNSELING

6.0 Demonstrate ability to counsel with client regarding retirement plans

Module 6.1

Secure knowledge of theories of aging

Module 6.2

Investigate referral sources for senior citizens

7.0 Demonstrate ability to counsel with client regarding leisure time and avocational activities

Module 7.1

Explore concepts of work, leisure, and recreation

Module 7.2

Investigate leisure and recreational activities

PACKAGE NUMBER FOUR

CAREER DEVELOPMENT

8.0 Demonstrate awareness of career patterns and mid-career changes

Module 8.1

Become familiar with career development theories

Module 8.2

Develop a personal career development theory

Module 8.3

Assist client in developing economic self-sufficiency

Module 8.4

Explore the decision-making process

PACKAGE NUMBER SIX

IDENTIFYING COMMUNITY RESOURCES

10.0 Demonstrate knowledge of community resources agencies

Module 10.1

Investigate specific community resources available and requirements for gaining assistance for physical problems

Module 10.2

Investigate specific community resources available and requirements for gaining assistance for personal problems

Module 10.3

Gain experience in dealing with public assistance community resources

Module 10.4

Explore agencies dealing with drug abuse problems

Module 10.5

Explore agencies dealing with birth control and/or abortion information

Module 10.6

Develop awareness of religious influence in the community

Module 10.7

Illustrate awareness of community resources available to adults who desire to make or change life/career goals

11.0 Demonstrate ability to conduct a Needs Assessment Survey to determine adult education guidance and counseling needs in the community

Module 11.1

Learn technique of writing a Needs Assessment Survey Questionnaire

Module 11.2

Develop technique of writing a cover letter

Module 11.3

Conduct a sample Needs Assessment Survey

Module 11.4

Analyze results of sample Needs Assessment

PACKAGE NUMBER SEVEN

EXPLORING THE LABOR MARKET AND DISCRIMINATION

12.0 Demonstrate ability to interact with local businesses, industry, and unions

Module 12.1

Become familiar with labor market terminology

Module 12.2

Investigate labor market trends

Module 12.3

Conduct labor market survey and determine information resources

Module 12.4

Explore public and private job opportunities and employment programs

Module 12.5

Investigate current anti-discrimination legislation and court decisions relative to employment

Module 12.6

Develop knowledge of Affirmative Action programs

Module 12.7

Investigate job placement service procedures

Module 12.8

Investigate work motivators and their relationship to job satisfaction

13.0 Demonstrate awareness of problems such as alienation, stereotyping, and racial discrimination encountered in a work environment

Module 13.1

Discern characteristics of racial discrimination in a work environment

Module 13.2

Become familiar with problems of vocational choice facing ethnic minorities and women

PACKAGE NUMBER EIGHT

DESIGNING AND COORDINATING
THE ADULT COUNSELING AND GUIDANCE PROGRAM

14.0 Demonstrate ability to incorporate an adult counseling and guidance program into a general adult education program

Module 14.1

Gather background information to learn both components

Module 14.2

Conduct community analysis

Module 14.3

Explore activities of counselor functions

Module 14.4

Develop flowchart for physical layout of adult education program

15.0 Demonstrate ability to coordinate an adult counseling and guidance program as an integral part of an adult education program

Module 15.1

Establish communication guidelines among team members

Module 15.2

Explore student orientation procedures in an ABE program

Module 15.3

Investigate methods and materials used in ABE programs

PACKAGE NUMBER NINE

USING THE TEAM APPROACH IN
ADULT COUNSELING AND GUIDANCE PROGRAMS

16.0 Demonstrate ability to manage learning activities for counselor aides (paraprofessionals) in adult counseling programs

Module 16.1

Assist counselor aides to use leading questions when conducting an initial interview

Module 16.2

Assist counselor aides to understand and maintain client records

Module 16.3

Assist counselor aides to identify specific target populations

17.0 Demonstrate ability to develop a team approach with administrators, teacher, paraprofessionals, resource agencies, etc., in adult counseling and guidance programs

Module 17.1

State duties of administrator, teacher, and paraprofessional

Module 17.2

Communicate an awareness of client symptoms that reveal need for guidance or counseling services

Module 17.3

State principles on which to develop a team approach

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PACKAGE NUMBER TEN

RETENTION AND FOLLOWUP OF ADULT STUDENTS

18.0 Demonstrate ability to coordinate activities related to retention of adult students

Module 18.1

Assist in retention of adult students

19.0 Demonstrate ability to establish short-term (1-2 years) and long-term (5-10 years) followup studies of adult students

Module 19.1

Construct a statement of purpose and review of literature for followup studies

Module 19.2

Construct study objectives and questionnaire

Module 19.3

Learn sampling techniques

Module 19.4

Learn data gathering process

Module 19.5

Learn analysis of data

Module 19.6

Construct a report of study

PACKAGE NUMBER ELEVEN

SELECTING ASSESSMENT INSTRUMENTS

20.0 Demonstrate ability to assist adult students in educational program planning

Module 20.1

Attain knowledge of assessment instruments designed for adults

Module 20.2

Practice selecting appropriate assessment instruments

Module 20.3

Practice administering appropriate assessment instruments

Module 20.4

Identify and build appropriate group norms

PACKAGE NUMBER TWELVE

PROPOSAL WRITING

21.0 Demonstrate awareness of adult education terminology and proposal writing procedures

Module 21.1

Demonstrate knowledge of ABE terminology

Module 21.2

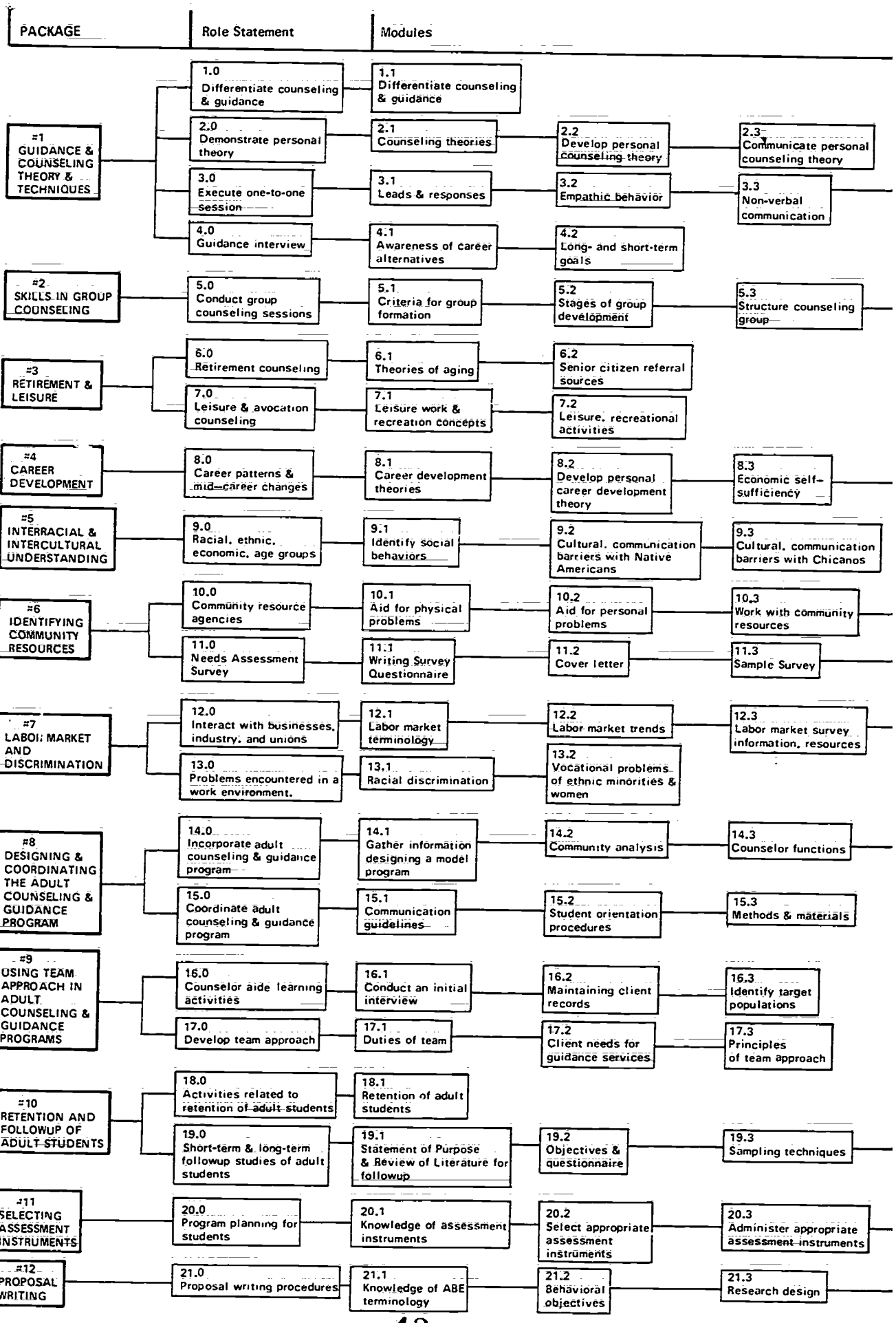
Write behavioral objectives

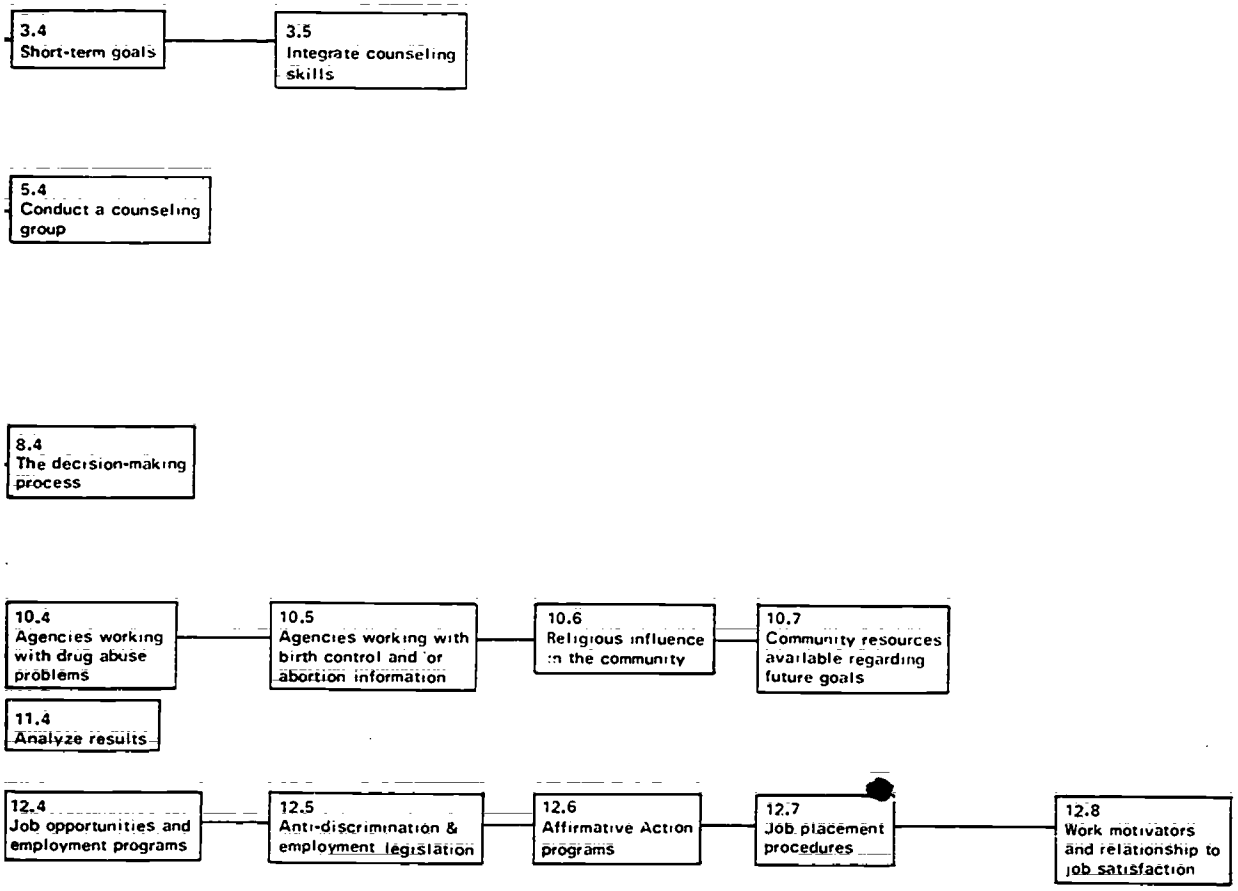
Module 21.3

Write a research design

Module 21.4

Write a sample proposal for funding


PACKAGE
Role Statement
Modules
#1 GUIDANCE & COUNSELING THEORY & TECHNIQUES
1.0 Differentiate counseling & guidance
1.1 Differentiate counseling & guidance
2.0 Demonstrate personal theory
2.1 Counseling theories
2.2 Develop personal counseling theory
2.3 Communicate personal counseling theory
3.0 Execute one-to-one session
3.1 Leads & responses
3.2 Empathic behavior
3.3 Non-verbal communication
4.0 Guidance interview
4.1 Awareness of career alternatives
4.2 Long- and short-term goals
#2 SKILLS IN GROUP COUNSELING
5.0 Conduct group counseling sessions
5.1 Criteria for group formation
5.2 Stages of group development
5.3 Structure counseling group
#3 RETIREMENT & LEISURE
6.0 Retirement counseling
6.1 Theories of aging
6.2 Senior citizen referral sources
7.0 Leisure & avocation counseling
7.1 Leisure work & recreation concepts
7.2 Leisure, recreational activities
#4 CAREER DEVELOPMENT
8.0 Career patterns & mid-career changes
8.1 Career development theories
8.2 Develop personal career development theory
8.3 Economic self-sufficiency
#5 INTERRACIAL & INTERCULTURAL UNDERSTANDING
9.0 Racial, ethnic, economic, age groups
9.1 Identify social behaviors
9.2 Cultural, communication barriers with Native Americans
9.3 Cultural, communication barriers with Chicanos
#6 IDENTIFYING COMMUNITY RESOURCES
10.0 Community resource agencies
10.1 Aid for physical problems
10.2 Aid for personal problems
10.3 Work with community resources
11.0 Needs Assessment Survey
11.1 Writing Survey Questionnaire
11.2 Cover letter
11.3 Sample Survey
#7 LABOR MARKET AND DISCRIMINATION
12.0 Interact with businesses, industry, and unions
12.1 Labor market terminology
12.2 Labor market trends
12.3 Labor market survey information, resources
13.0 Problems encountered in a work environment.
13.1 Racial discrimination
13.2 Vocational problems of ethnic minorities & women
#8 DESIGNING & COORDINATING THE ADULT COUNSELING & GUIDANCE PROGRAM
14.0 Incorporate adult counseling & guidance program
14.1 Gather information designing a model program
14.2 Community analysis
14.3 Counselor functions
15.0 Coordinate adult counseling & guidance program
15.1 Communication guidelines
15.2 Student orientation procedures
15.3 Methods & materials
#9 USING TEAM APPROACH IN ADULT COUNSELING & GUIDANCE PROGRAMS
16.0 Counselor aide learning activities
16.1 Conduct an initial interview
16.2 Maintaining client records
16.3 Identify target populations
17.0 Develop team approach
17.1 Duties of team
17.2 Client needs for guidance services
17.3 Principles of team approach
#10 RETENTION AND FOLLOWUP OF ADULT STUDENTS
18.0 Activities related to retention of adult students
18.1 Retention of adult students
19.0 Short-term & long-term followup studies of adult students
19.1 Statement of Purpose & Review of Literature for followup
19.2 Objectives & questionnaire
19.3 Sampling techniques
#11 SELECTING ASSESSMENT INSTRUMENTS
20.0 Program planning for students
20.1 Knowledge of assessment instruments
20.2 Select appropriate assessment instruments
20.3 Administer appropriate assessment instruments
#12 PROPOSAL WRITING
21.0 Proposal writing procedures
21.1 Knowledge of ABE terminology
21.2 Behavioral objectives
21.3 Research design


3.4
Short-term goals
3.5
Integrate counseling skills
5.4
Conduct a counseling group
8.4
The decision-making process
10.4
Agencies working with drug abuse problems
10.5
Agencies working with birth control and or abortion information
10.6
Religious influence in the community
10.7
Community resources available regarding future goals
11.4
Analyze results
12.4
Job opportunities and employment programs
12.5
Anti-discrimination & employment legislation
12.6
Affirmative Action programs
12.7
Job placement procedures
12.8
Work motivators and relationship to job satisfaction
14.4
Flow chart of Adult Education Program
19.4
Data-gathering process
19.5
Data analysis
19.6
Construct a study report
20.4
Build appropriate group norms
21.4
Sample proposal

SECTION III
TRAINING MODEL

INTRODUCTION

This section is a record of experiences accumulated by the Project while developing the modules for SAGE. Section III will provide: (1) an explanation of the components in the training model, and (2) Suggestions for creating your own modular training program.

TRAINING MODEL

Module Theory

The model that we developed and implemented departs significantly from the traditional learning approach presently used in a majority of educational programs. The model is based on several concepts. First, it is a competency-based approach. This means simply that the criterion for demonstrating evidence of learning is a learner's performance. (There is little room for subjective evaluation of learning; there is only the evidence of measurable performance.)

Second, the learner's performance is measured in on-the-job situations rather than classroom activities. The setting for learning is therefore "field-based." The learner is faced with real-life experiences as opposed to didactic classroom experiences.

Third, the rate of learning is determined by the learner. The learner may select those tasks in which he or she wishes to develop competence. Among other factors, the learner will probably have the decision influenced by his or her ability, experience, knowledge, and present need. We believe learners are ultimately responsible for their own learning and should, therefore, progress at their own chosen rates. The implication is that learners enter the program at the point they choose and exit when and where they choose, thus demonstrating an open-entry/open-exit training model.

Our training model is one way of organizing a learning system. The model is based on the format of self-instructional packages which have been given several names: Learning Activity Package (LAP), Teaching-Learning Unit, Unipac, and Independent Study Unit, to name a few. No matter what name is used, however, each package is designed to bring the learner toward a gradual competence within a major concept. For the purposes of SAGE, the term "module system" is synonymous with the previously listed descriptive terms.

Module Advantages

The advantages of the module system of training are its adaptability and flexibility. While a module may be optional for some learners, it is at the same time a direct training goal for other learners. Learners choose those modules in which they cannot demonstrate competence.

A competency-based, open-entry/open-exit training program has advantages that the traditional classroom-bound training program does not. The entire module training system is geared to the unique and individual differences of each learner. The learner progresses at his or her own rate, selects objectives within the framework of the training program, and achieves competence through either performing the learning activities and/or devising optional learning activities. This option in the module training system provides for learner individuality and imagination.

Module Components

SAGE contains 21 broad skill areas, referred to as "role statements," that represent the roles required of adult education guidance and counseling personnel. Each role statement in turn is divided into the specific skills which make it up. Each specific skill is taught in one module. A module, therefore, identifies a specific task that relates back to the role statement. For example, the broad area of group counseling can be divided into several modules or tasks, such as "the ability to appropriately respond to group member behaviors." Specific tasks given within modules themselves are stated in measurable terms called Learning Objectives.

Each module contains recommended learning activities to help the learner gain competence. The system begins with abstract concepts and ends in specific measurable outcomes. In order to integrate the above concepts, the modules in SAGE were systematically developed with each module containing the following components: Learning Objective, Rationale, Preassessment, Learning Activities, and Postassessment.

Module Development

The following discussion describes the process we used to identify the concepts and develop the modules in SAGE. Hopefully, this process will provide a model for you to use as a basis for developing your own modular approach to learning.

Step One: Conducted a comprehensive review of available literature in the field of Adult Career Education and Counseling. The purpose for such a review was to find out what might have been done toward identifying roles

performed by counselors, teachers, and paraprofessionals in adult education.

Step Two: Selected an Advisory Committee from the field. The Advisory Committee was made up of adult educators, counselor educators, adult students, counselors, and directors of adult education programs. The Committee was assigned three tasks.

1. To synthesize information gathered in Step One and organize it intc broad statements of roles for personnel in adult education settings.
2. To specifically write broad roles into role statements. For example, the role of counseling was sub-divided into the following tasks (role statements):
   a. articulate a personal counseling theory
   b. conduct a one-to-one counseling session
   c. conduct a group counseling session
3. To generate additional roles of adult education personnel that were not found in the Review of Literature document.

Step Three: Selected and trained a Module Development Committee. In providing the maximum opportunity for the learner to acquire a degree of competence, the modules had to be written in clear, specific terms with measurable outcomes. Also, all of the interrelated parts of the module had to have a relevant and concise sequential relationship. In order to insure consistency within each module as well as consistency throughout many modules, a seminar in how to develop modules was provided for module developers. Figure I demonstrates the various module parts and their relationships to each other. This Figure was used as the focus of training for the Module Development Committee prior to the actual task of writing the modules.

TRAI NG MODEL

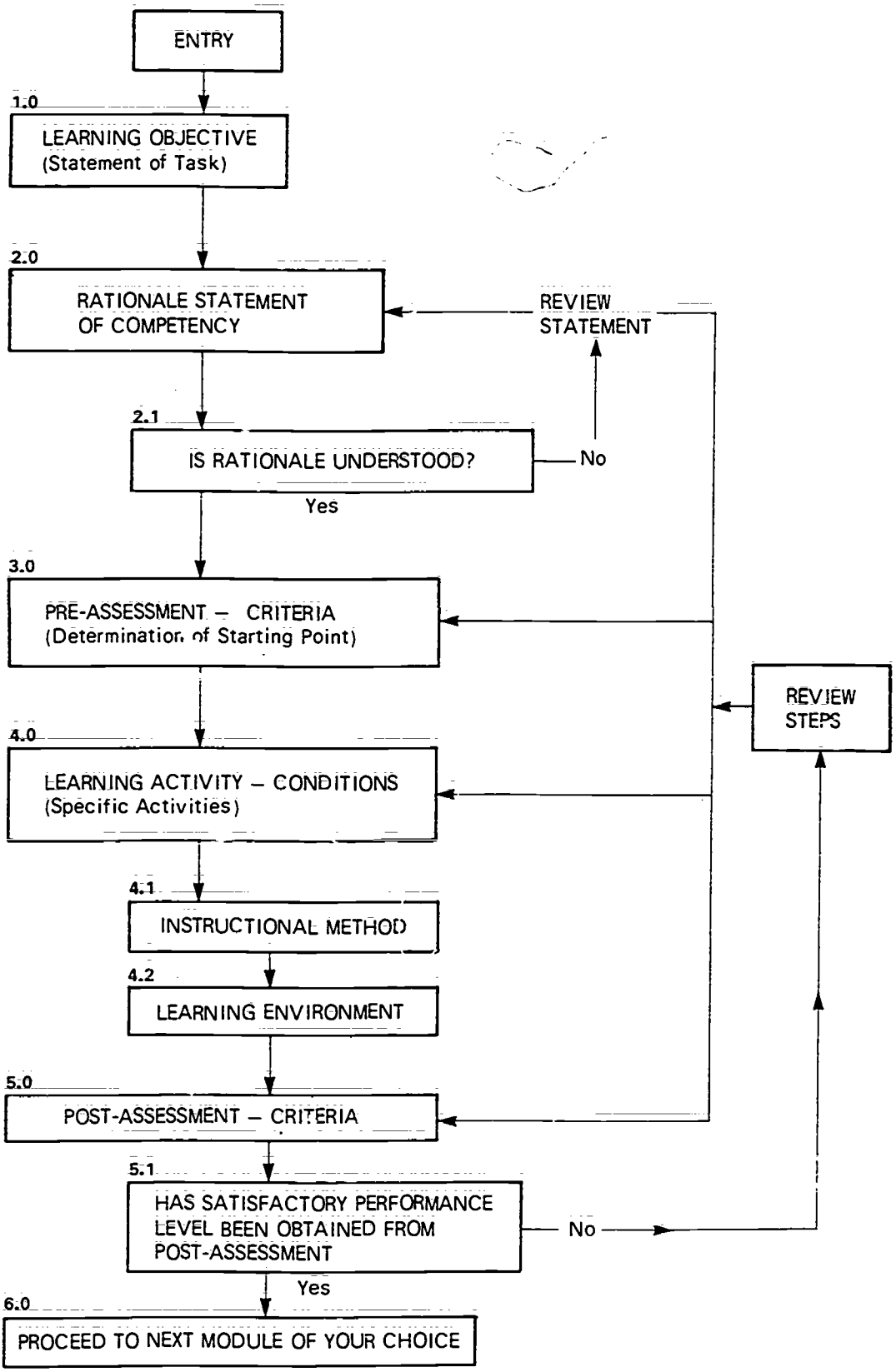


Figure 1

Step Four: The Module Development Committee wrote modules that identified those specific tasks in which the learner is to demonstrate competence. For example, the role statement "conducting a one-to-one counseling session" was separated into the following modules:

- develop skills in using leads and responses
- develop empathic counselor behavior
- identify non-verbal behavior
- establish short-term goals

The following process was used in developing each individual module in SAGE:

1. Begin the module with a Learning Objective

   The Learning Objective must include a statement of task, the outcome of which can be observed or measured. It is therefore important that the objective be clear and concise. The stated task will relate to the previously defined role. The staff discovered that breaking down the general role into isolated tasks provides a maximum opportunity for the learner to acquire competent skills needed in that role.

2. Provide a Rationale

   In order to define the need for the Learning Objective (task) and its appropriate relationship to the Role Statement, a Rationale is included. The Rationale points out to the learner the results of gaining a level of competence in the designated task. As well as stating expected results, the Rationale will usually include a definition of a need that the Learning Objective meets.

3. Devise a Preassessment Tool

   The third component to be included in a module is the Preassessment. The purpose of the Preassessment is to determine the learner's level of competence regarding the task stated in the Learning Objective. If the learner satisfactorily completes the Preassessment according to established criteria, he or she proceeds to the next module. If the Preassessment is not completed satisfactorily, the learner proceeds to the next component in the module, the Learning Activities.

The Preassessment should account for competence acquired as a result of life experiences. The Preassessment measures the task set forth in the Learning Objective. A clear relationship must exist between the Learning Objective and the Preassessment. To insure this crucial relationship, the Preassessment must be stated in measurable terms and includes specific criteria statements for minimum competence in a given module.

4. Establish Learning Activities

In the event that the learner did not satisfactorily complete the Preassessment, the learner proceeds to the Learning Activities. Learning Activities establish the conditions for task competence.

The stated conditions (Learning Activities) must be observed. Optional Learning Activities can be provided to insure a broader base of conditions prompting task competence. This component provides more flexibility than any other component contained in the module.

5. Devise a Postassessment

The last step in developing a module is to provide a criterion for measuring evidence of learning. An appropriate Postassessment will determine competent performance of the task as stated in the Learning Objective. Postassessment may be the same as Preassessment in some cases.

It is crucial to develop a measuring device that has a direct, logical relationship to the Learning Activities. If not, the learner will have no way of demonstrating task competence.

In the event that the learner does not complete the Postassessment satisfactorily, the learner returns to the Learning Activities. The Postassessment will identify areas that require further development. If there is a supervisor available, the learner and supervisor plan additional Learning Activities as needed. In the instance that a supervisor is not available, the learner plans supplementary Learning Activities.

If the Postassessment is completed satisfactorily, the learner proceeds to another module and the process begins again.

Specific modules, in some instances, may require learning materials. We found that those modules containing their own learning materials were the same modules that our trainees rated as most helpful in promoting competence. On the basis of this and other data, we recommend adding self-contained learning materials; however, this is

not essential to a module's success. The answer key to the pre- and postassessment should also be included in each module. When learners assess their performance on the pre- or postassessment by means of the answer key, they may personally determine their rate of learning and their strengths and weaknesses. A learner may wish to supply further learning activities to strengthen any skills with which he does not feel comfortable. Learners therefore have the opportunity to become their "learning managers." Hopefully, the addition of both self-contained learning materials and answer keys will enhance progress towards independent self-instructional packages.

Step Five: The final step in developing SAGE was the pilot test. The objective for the pilot test was to obtain information upon which to base revisions in the modules. For the pilot test, we utilized individuals who were currently involved in Adult Basic Education. Since our target group was counselors, teachers, and paraprofessionals, our pilot test group was comprised of the same. The trainees were given the modules in their original form and asked to complete those modules that they could use in their current adult education assignments. For instance, the counselors were encouraged to interact with those modules that were specifically designed for counseling; teachers tested those in the areas of teacher guidance functions; and paraprofessionals tested modules relating to their functions. During the pilot test, trainees indicated eagerness to acquire additional skills and many completed modules that were not directly related to their existing work assignments.

Trainees had to evaluate each module they completed. The objective of the evaluation was to gather data on the interrelationship among the several components of each module. Evaluation was carried out through weekly conferences with the supervisor.

The conference was designed to gather the trainee's perceptions about different aspects of each module using a Likkert Rating Scale and narrative sections. The supervisor's section was designed to describe specific conditions under which the trainee did or did not pass the module according to pass-no pass criteria established in each module.

Again, it is important to note that the more cohesive the module, the higher the evaluation rating. Cohesiveness is the result of the direct, logical relationship among module components. The data accumulated during the pilot test phase constituted the foundation for revision of modules. The revisions were designed to insure module consistency and cohesion.

In the pilot test and subsequent revisions, we found that the most critical element in the modules is the criterion contained in the pre- and postassessment—the component that measures learning. The evidence of learning must be observable and measurable. We readily admit that this is difficult, particularly when assessing objectives in the affective (as opposed to the cognitive or psychomotor) domain.

As a last reminder, our approach is just one way of developing a competency-based approach to learning. We suggest that our experience provides a beginning for you in developing a program that is adapted to the unique needs of your setting. Implementing our format for module development will reveal its adaptability and flexibility. The result will be a program designed to meet your program goals and objectives. Further sources of information relative to individualized and/or programmed instruction and competency-based learning are suggested at the end of this section.

The following example is a Prototype Module. It illustrates how all the parts we have described form a coherent whole—the module. The example also illustrates the sequential logic of the module parts.

MODULE PROTOTYPE

Module 22.1

LEARNING OBJECTIVE

The trainee will demonstrate knowledge of appropriate counselor responses to client behaviors which arise in group counseling.

RATIONALE

Within the counseling framework, it is necessary for the counselor to be able to function in a group setting. Specifically, the counselor needs to be aware of typical behaviors of group members. He or she should also be aware of possible reasons for exhibited behavior in order to respond in an appropriate manner. Meaningful group interaction will occur as a result of the counselor's responses.

PREASSESSMENT

Respond with 80 percent accuracy to the following types of group behaviors either orally or in writing to your supervisor (if available) :

1. describing typical group member behaviors
2. suggesting possible reasons for such behaviors
3. describing how you would respond to the behavior and why you chose to respond as you did

Types of Group Behaviors

The Resister
The Advice-giver
The Dependent One
The Submissive One
The Silent One
The Anxious One
The Griever
The Scapegoat
The Socializer
The Acting-out Member
The Hostile One
The Monopolist
The Manipulator

PREASSESSMENT RESPONSE SHEET
(Example Only)

1. The Resister

   a. Describe behavior

   b. Possible reasons for behavior

   c. Your response to behavior

2. The Advice-giver

   a. Describe behavior

   b. Possible reasons for behavior

   c. Your response to behavior

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LEARNING ACTIVITIES

A. Read the following books (available from inter-library loan) in order to gain information regarding appropriate counselor responses to group member behaviors.

   1. Gazda, Group Counseling: A Developmental Approach, Chapters 2, 5
   2. Mahler, Group Counseling in the Schools, Chapters 4, 5, 6, 7, 8
   3. Ohlson, Group Counseling, Chapters 6, 9
   4. Appended material by Moustakas

B. Interview and observe practicing counselors regarding their approach to group counseling. During your observation, identify as many behaviors as possible.

C. Lead a counseling group at least two times for the purpose of demonstrating your approach towards handling a variety of group member behaviors as identified in the Preassessment.

OPTIONAL LEARNING ACTIVITIES

(Some modules include optional learning activities; others do not. This prototype module does not include optional activities.)

POSTASSESSMENT

Complete Preassessment with 80 percent accuracy. Defend your handling of behaviors during counseling sessions in Learning Activity "C" above. Use a minimum of one "expert" source in support of your handling.

PRE- AND POSTASSESSMENT ANSWER KEY*

Respond to the following types of group behaviors either orally or in writing to your supervisor (if available) by:

1. describing typical group member behaviors
2. suggesting possible reasons for such behavior
3. describing how you would respond to the behavior and why you chose to respond as you did

(Criteria: Ohlson, Chapters 6 and 9)

NOTE: Numbers 1, 2, and 3 below correspond with 1, 2, and 3 above

The Resister

1. Avoids discussion of problems, avoids action, refuses to try new behaviors, anticipates failure, is protective in speech, is selective in silence, withdraws, monopolizes.
2. Reacts to change, is apprehensive, attempts to maintain status quo.
3. Empathize with him, explore his feelings and help him to express them, explain to him what the meaning of resistance is, respond affirmatively when he is effective. These actions are designed to demonstrate acceptance and to alleviate the resister's fears.

The Advice-giver

1. Explains what a person should do very zealously, relates to his own experiences constantly, plays the continual role of "group expert."
2. Diverts attention away from himself, conceals his contempt for the one being helped, exhibits superiority, feels a need to dominate others.
3. Reflect his feelings, focus on his unmet needs, avoid attack if possible. The underlying principle is to help the advice-giver understand his needs and to help him see how he sometimes is seduced into giving advice by a dependent client or friend.

*All answer keys to SAGE modules are bound collectively in the Answer Key

Appended Materials to Module Prototype

Principles For Instructors and/or Group Leaders
by Clark Moustakas
(This selection is used only as an example.)

1. Only the individual can develop his potentialities. This development occurs most fully in an atmosphere where the individual is encouraged to explore his own unique interests, choices, and directions.

2. As long as the individual is accepted, valued, and loved as a unique personality, he will continue to grow and develop his potentialities. When he is taught to imitate others, or if he is rejected, criticized, or attacked, he becomes static or defensive rather than exploratory and actualizing.

3. The individual's perception of himself in a non-threatening situation is more valid, i.e., true to his experience, than any outside analysis can be. When free from external pressures, the individual knows himself and can relate and explore this knowledge with others.

4. Every individual wants to develop healthy relations and to realize his potentialities, therefore he strives to create and participate in learning situations conducive to growth.

5. The individual learns only if he wants to, and learns significantly only those things which are involved in the growth of the self. Any other type of learning is temporary and disappears when threats are removed, or persists in a context of personal anxiety.

6. We cannot teach another person directly nor can we facilitate real learning in the sense of making it easier. We can make learning possible by providing information, the setting, atmosphere, materials, and resources, and by being present in the full human sense, through listening, empathizing, supporting, and encouraging.

7. The educational situation which most effectively promotes significant learning is one in which (a) the uniqueness of the learner is deeply respected and treasured, and (b) the person is free to explore the ideas, materials, and resources available to him in the light of his own interests, potentialities, and experience.

8. When the individual acts in accordance with his own being, he more and more fully realizes his potentialities. He must be free to do what he wants to do. If free, the individual expresses his own self and is able to grow. The result is expression of the self, i.e., unified, consistent behavior, and not the wild, confused, and fragmentary "acting out" often designated as self-expression. This kind of self-expression is externally motivated, a reaction to frustration, denial, and rejection, i.e., to not being a self. In contrast, expression of the self is the natural emergence and development of real potentiality in unified holistic behavior.

PROGRAM IMPLEMENTATION

The following discussion emphasizes implementation of a competency-based, open-entry/open-exit, self-instructional program. We would like to stress several crucial factors effecting the successful implementation of such a program.

Program Supervisor

The first factor involves selection of a program supervisor. Since a supervisor's duties include coordinating and supervising trainee activities, selecting field work sites for the trainee, providing learning materials when necessary, working closely with a field test supervisor, being a resource person for trainees and monitoring trainee progress, the supervisor must be carefully selected. In terms of his/her relationship with trainees, the supervisor must be sensitive to the individual differences among trainees. Each trainee will be learning at a rate commensurate with his or her needs, abilities, experiences, and knowledge, and thus will not be in the same place at the same time. Trainee individual needs will vary greatly; therefore, the supervisor must react to individual needs of the trainee by outlining an individual training program.

Field Training Sites

Second, another important factor to consider when implementing a competency-based program is selection of appropriate field training sites. Training sites that offer varied work settings should be chosen. In addition, the sites selected must allow the trainee an opportunity to engage in as many specific and varied learning experiences as possible.

Field Supervisor

Third, in order to provide the maximum amount of learning experiences at the field training site for the trainee, the local program director may have to work closely with the field supervisor. The field supervisor is employed at the field site and is responsible for coordinating trainee activities at the training site. The field supervisor may not completely grasp the concept of competency-based learning and its potential relationship to the agency he or she represents.

The field supervisor and program director should explore the possibilities available for the trainee both in terms of what the trainee wants to learn and also what the agency has to offer. At times, coordinating these two variables—the learning needs and the training possibilities—becomes a very involved and time-consuming effort.

Since the field supervisor suggests activities leading to competent performance of the objective, the supervisor must be able to evaluate the results of learning activities performed by the trainees. In some cases, the supervisor may be uncomfortable with the role of evaluator. If this is a difficulty, the field supervisor needs to be supported by the program director.

Instructional Materials

A fourth important factor relating to program implementation is that of developing instructional materials and learning aids. Materials need to be selected, maintained, and revised according to the needs of the target group. For example, creating an awareness in adult counselors regarding Manpower Development Training Act guidelines would be unnecessary. The Comprehensive Employment Training Act has taken its place. Undoubtedly, CETA will be changed to something else eventually. The point is, materials must be current and accessible. Some reading materials may be difficult to obtain if the trainee is located in an isolated rural setting. Providing such materials for the learner insures a greater opportunity to develop competent skills. (As stated, seeing that learning materials are available is the responsibility of the program supervisor.)

Monitoring Progress

A fifth factor involved in implementation is monitoring the learner's progress. The process of helping learners meet their learning needs is improved through a monitoring system. An adequate system of monitoring progress can help to establish goals, set learning priorities, and organize the time of the learner. Such a monitoring system also provides records of past accomplishments.

SAGE uses three forms in its monitoring program. The first form is the Record of Progress (see Planning Form A). This form records in sequence all trainee accomplishments to date. We found in our pilot test that learners were reinforced by seeing the Record of Progress form gradually filling. The second form is the Trainee Weekly Educational Plan (see Planning Form B). Together, the learner and supervisor use this form to project, on a weekly basis, the modules to be attempted. Such a projection is an advantage for the supervisor because it enables the supervisor to plan ahead—to provide learning activities and/or materials that may be beneficial for the learner. The Weekly Plan also aids the learner both in selecting learning goals and in organizing the time to meet those goals. The third form is the Master Plan of Learning Activities (see Planning Form C). This Plan is designed to assist the supervisor and trainee plan an overview of the trainee's entire program.

The form provides a projection of specific modules which the trainee will complete in a given period of time and keeps the field supervisor informed of the trainee's progress.

SUMMARY

We have described the experiences accumulated while developing SAGE in hopes that as you consider developing your unique learning system, you might gain from them. Perhaps the most that can be gained is a model you can use as a starting base in your learning system. We consider our training model just one example of many alternatives to training.

This system may be adapted to a variety of both general settings such as human resource agencies, counselor education programs, community college settings, and also to a broad range of specific adult education settings. The important criteria in adapting this system to other settings is to establish program goals and objectives unique to a specific setting and adapt of modify the system to reinforce those program goals and objectives. Local programs may develop their own modules utilizing the system's process approach to module development. Therefore, it will be possible for local programs to design a realistic adult student personnel program by utilizing or adapting existing modules and developing innovative modules not covered by existing modules.

We found that the only barriers to developing a competency-based, open-entry/open-exit training program were erected by the limits of our imagination. The more one uses one's imagination, the more alternatives to training that will be discovered. As well as exploring alternatives, you need to develop a commitment to the concept of competency-based training. As a result of our experiences, we believe this commitment will be encouraged as you follow the above model.

Planning Forms

PLANNING FORM A

RECORD OF PROGRESS

(Supplementary Data for Module Sequence Grid)

Trainee:_____ Date Entered_____

LEARNING OBJECTIVES

MOD #	Date Completed	Time (Hours)	MOD #	Date Completed	Time (Hours)	MOD #	Date Completed	Time (Hours)

PLANNING FORM B

TRAINEE WEEKLY DUCATIONAL PLAN

Trainee:_____ Supervisor:_____

Week Ending:_____

MOD #	PLANNED LEARNING ACTIVITIES (List each separately)	Date Comp.	Time (Hrs.)

PLANNING FORM C

MASTER PLAN OF LEARNING ACTIVITIES

Trainee:_____ Date:_____

Field Supervisor:_____ Location:_____

Institution Coordinator:_____ Date Begun:_____

MOD #	PLANNED LEARNING ACTIVITIES

Suggested Readings

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A Competency Based Training Program for Manpower Counselors, prepared by Manpower Division of the United States Office of Education, Oregon State University and Northwest Regional Educational Laboratory, 1973.

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SECTION IV
CONCEPTUAL MODEL