WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: MEC 6503
COURSE TITLE: Tools and Techniques of Individual Counseling II

College of Education Program Attributes
The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of content and discourse of disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality, and collaboration; (5) facilitating inquiry and reflection, i.e. providing structured opportunities for critical reflection on and taking action in one’s daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven (8) and ensuring that programs promote the effective use of technology.

I. COMPETENCY

<table>
<thead>
<tr>
<th>National/Delaware’s Model School Counseling Program Standards</th>
<th>Competency</th>
<th>Academic Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Standard A</td>
<td>Students will acquire the attitudes, knowledge and the skills that contribute to effective learning in school and across the life span.</td>
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<td>2. Standard B</td>
<td>Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including University.</td>
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<td>3. Standard C</td>
<td>Students will understand the relationship of academics to the world of work and to life at home and in the community.</td>
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<td>4. Standard A</td>
<td>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</td>
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<td>5. Standard B</td>
<td>Students will employ strategies to achieve future career success and satisfaction.</td>
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<td></td>
<td>6. Standard C</td>
<td>Students will understand the relationship between personal qualities, education and training, and the world of work.</td>
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<tr>
<td></td>
<td>7. Standard A</td>
<td>Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.</td>
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<tr>
<td></td>
<td>8. Standard B</td>
<td>Students will make decisions, set goals and take necessary action to achieve goals.</td>
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</table>

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9. **Standard C**  
Student will understand safety and survival skills.

**Program Competencies, Knowledge and Performance**

1. Develop an understanding of human behavior and child development in order to address the cognitive, personal, social, and career needs of children and adolescents.

2. Acquire an understanding of a comprehensive school counseling program which enables counselors to demonstrate fairness and equity to every student. Develop the skills to design, implement, and evaluate this program.

3. Understand the principles and purposes of assessment and the collection and use of data to monitor student progress and implement the results.

4. Examine and demonstrate a thorough understanding of established and emerging counseling theories to create a foundation for effective counseling with a diverse population.

5. Develop the knowledge, skills, techniques, and confidence in individual, group counseling, and classroom guidance needed to act as a leader and advocate to assist children and adolescents with their development, learning, achievement, and decision making tasks.

6. **Become familiar with contemporary issues which are affecting the social, physical, and cognitive development of children and adolescents.**

7. Acquire an understanding of family and marital systems, as well as the consultation process needed to work with parents, teachers, administrators, and the community to achieve common goals for the education of children.

8. Develop the knowledge and expertise needed to provide youth with career development information. In addition, know how to locate information and resources which will facilitate academic, social-personal, and career decision making.

9. Develop a complete understanding of the ethical standards and guidelines of both the American Counseling Association and the American School Counseling Association.

**Graduation Competencies**

It is intended that students will have an **advanced level** of applicable knowledge in the following areas as appropriate to one’s field of study:

1. **Oral Communication**
   1.1 Speak with confidence, clarity, and conciseness.
   1.2 Research, prepare, and deliver professional presentation.

2. **Written Communication**
   2.1 Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
   2.2 Utilize appropriate APA format for scholarly writings.

3. **Disciplined Inquiry**
   3.1 Utilize quantitative, qualitative and scientific reasoning to solve problems.
   3.2 Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.
   3.3 Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.

4. **Information Literacy**
   4.1 Access and use information effectively, efficiently, and appropriately.
   4.2 Evaluate the quality of sources and content.
   4.3 Use technology to effectively locate and communicate information.

5. **Ethics**
   5.1 Demonstrate knowledge and application of prescribed ethical codes.
II. COMPETENCY BASED INSTRUCTION

Graduation Competency: Disciplined Inquiry
b. Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.
c. Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge

Program Competencies
1. Develop an understanding of human behavior and child development in order to address the cognitive, personal, social, and career needs of children and adolescents.
6. Become familiar with contemporary issues which are affecting the social, physical, and cognitive development of children and adolescents.
9. Demonstrate knowledge and application of prescribed ethical code(s) and/or behaviors promoted by the profession

National/DE Standards
Personal/Social Development
7. Standard A Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.
8. Standard B Students will make decisions, set goals and take necessary action to achieve goals.
9. Standard C Student will understand safety and survival skills.

III. MAJOR INSTRUCTIONAL GOALS:

GOAL 1: Demonstrate an effective counseling session that reflects the implications of human development: cognitive, physical, social, and career that includes flexible thinking while maintaining results-oriented focus.

Learning Outcomes: The student will

1-1 Practice role-playing using issues discussed in class.
1-2 Videotape counseling sessions and provide a critique of the sessions.
1-3 Evaluate and discuss his or her own and other classmates role-playing and videotapes.
1-4 Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.
1-5 Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.

GOAL 2: Demonstrate the knowledge of interventions for academic issues; attention-deficit/hyperactivity disorder, student distractibility, inattentiveness, and time on task.

Learning Outcomes: The student will

2-1 Learn about multmethod intervention for social-skills deficit children with AD/HD and their parents.
2-2 Work in dyads in the role of both counselor and counselee to simulate situations in which these issues are explored.
2-3 Become familiar with the above mentioned issues by reading and critiquing journal articles which deal with these topics.

GOAL 3: Demonstrate the knowledge of contemporary issues that influence social, physical, and cognitive development of children and adolescents.

Learning Outcomes: The student will

3-1 Learn about issues such as disruptive behavior, motivational issues, interpersonal issues, through lecture, videos, guest speakers, journal reading, and classroom and panel discussion.
3-2 Work in dyads in the role of both counselor and counselee to simulate situations in which these issues are explored.
3-3 Become familiar with the above mentioned issues by reading and critiquing journal articles which deal with these topics.
GOAL 4: Demonstrate the knowledge of interventions for violence, aggression, bullying, defiant and oppositional behavior.

**Learning Outcomes:** The student will

4-1 Learn about effective interventions for aggressive behavior and oppositional behavior through lecture, videos, guest speakers, journal reading, and classroom and panel discussion.

4-2 Work in dyads in the role of both counselor and counselee to simulate situations in which these issues are explored.

4-3 Become familiar with the above mentioned issues by reading and critiquing journal articles which deal with these topics.

GOAL 5: Demonstrate the knowledge of interventions for psychological issues; stress, obsessive-compulsive, depression, and suicidal behavior.

**Learning Outcomes:** The student will

5-1 Learn about effective interventions for psychological issues through lecture, videos, guest speakers, journal reading, and classroom and panel discussion.

5-2 Discuss the grief process and detailed interventions to reduce suicide potential and role play counselor interview as prevention intervention.

5-3 Work in dyads in the role of both counselor and counselee to simulate situations in which these issues are explored.

5-4 Become familiar with the above mentioned issues by reading and critiquing journal articles which deal with these topics.

GOAL 6: Demonstrate the knowledge of supportive interventions for interpersonal an intrapersonal relationships; self-esteem dating, sexual orientation, and healthy relationships.

**Learning Outcomes:** The student will

6-1 Learn about effective interventions that support healthy relationships, videos, guest speakers, journal reading, and classroom and panel discussion.

6-2 Discuss detailed interventions to reduce the potential of eating disorders and substance abuse.

6-3 Work in dyads in the role of both counselor and counselee to simulate situations in which these issues are explored.

GOAL 7: Demonstrate the knowledge of basic and advanced symbolic play therapy

**Learning Outcomes:** The student will

7-1 Learn about effective strategies of play therapy and role play play-interview.

7-2 Discuss detailed play therapy interventions; structures play therapy, techniques using natural media, drawing and art techniques, storytelling, board and electronic games.

7-3 Become familiar with the above mentioned issues by reading and critiquing journal articles which deal with these topics.

7-4 Become familiar with the above mentioned issues by reading and critiquing journal articles which deal with these topics.

GOAL 8: Be aware of the importance of the counselor’s legal and ethical responsibilities and apply principles associated with a pluralistic society.

**Learning Outcomes:** The student will

8-1 Become familiar with the ACA and ASCA Documents and Ethical Standards

8-2 Investigate some of the ethical dilemmas that confront counselors, such as confidentiality, parental rights, diversity, and legal status of children.

8-3 Recognize the influence of the social mores of the local community.

8-4 Demonstrate the ability to appropriately refer students.

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Required Assignments and Exams:

The Learning Outcomes are evaluated in the following manner: *List assignments and exams that relate to the learning outcomes here with a percentage or point value for each. Must include the following:*

1. *Recorded client session/ self assessment #1* 10%
2. *Recorded client session/ self assessment #2* 20%
3. *Recorded client session/ self assessment #3* 30%

**CECRAM Assignment**

IV. ATTENDANCE POLICY:

**Wilmington University Policy:**
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

**College of Education Policy:**
In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

**STRUCTURED EXTERNAL ASSIGNMENTS**

**RECORDED CLIENT ASSESSMENT**
The student counselor will present on individual counseling session on videotape or DVD that demonstrates affective micro and macro counseling skills, as well as an understanding of developmental, cognitive, personal, social, and career needs of students in a multicultural world. In addition the external assignment assessment CECRAM (course-embedded criterion reference assessment measure) data is reported for outcomes analysis. Scoring Rubric is attached.
WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION/ MEC PROGRAM
SCORING RUBRIC

COURSE: MEC 6503     TITLE: Tools and Techniques of Individual Counseling II

PROGRAM COMP:
1. Develop an understanding of human development in order to address the cognitive, personal, social, and career needs of children and adolescents (Elements 1, 2, 3, 4, 5, and 6)
6. Become familiar with contemporary issues which are affecting the social, physical, and cognitive development of children and adolescents (Elements 2 and 3)
9. Develop a complete understanding of the ethical standards and guidelines of both the American Counseling Association and the American School Counseling Association.

NATIONAL/DELAWARE

Personal/Social
A. Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others (Elements 1, 2, 3, 4, 5, and 6)
B. Students will make decisions, set goals, and take necessary action to achieve goals (Elements 4 and 5)
C. Students will understand safety and survival skills. (Elements 4 and 5)

LEARNING ACTIVITY:
The student counselor will present on individual counseling session on videotape that demonstrates affective micro and macro counseling skills, as well as an understanding of developmental, cognitive, personal, social, and career needs of students in a multicultural world.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1 Point</th>
<th>MINIMAL 2 Points</th>
<th>EMERGING 3 Points</th>
<th>PROFICIENT 4 Points</th>
<th>DISTINGUISHED 5 Points</th>
</tr>
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<tbody>
<tr>
<td>1. Session Structure Opening</td>
<td>The student counselor did not demonstrate skills in opening of a session. The student did not include the following points of information: (1) a greeting, information on role responsibilities of (2) counselor and (3) counselee, (4) confidentiality, and (5) time frame.</td>
<td>The student counselor demonstrated minimal skill level in opening of a session that included two of the following points of information: (1) a greeting, information on role responsibilities of (2) counselor and (3) counselee, (4) confidentiality, and (5) time frame.</td>
<td>The student counselor demonstrated moderate skill in opening of a session that included three of the following points of information: (1) a greeting, information on role responsibilities of (2) counselor and (3) counselee, (4) confidentiality, and (5) time frame.</td>
<td>The student counselor demonstrated high skill level in opening of a session that included three of the following points of information: (1) a greeting, information on role responsibilities of (2) counselor and (3) counselee, (4) confidentiality, and (5) time frame.</td>
<td>The student counselor demonstrated superior skill level in opening of a session that included all of the following five points of information: (1) a greeting, information on role responsibilities of (2) counselor and (3) counselee, (4) confidentiality, and (5) time frame.</td>
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</tbody>
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2. Cross-Culture Competencies
PC 1, 6 NDS A

The student counselor did not demonstrate awareness in the following areas: (1) client’s life experiences, (2) cultural heritage, and (3) historical background with moderate level of adjustment in (4) communication style and (5) counseling process.

The student counselor demonstrated a minimal awareness in two of the following areas: (1) client’s life experiences, (2) cultural heritage, and (3) historical background with minimal level of adjustment in (4) communication style and (5) counseling process.

The student counselor demonstrated moderate level of awareness in three of the following areas: (1) client’s life experiences, (2) cultural heritage, and (3) historical background with moderate level of adjustment in (4) communication style and (5) counseling process.

The student counselor demonstrated high level of awareness in four of the following areas: (1) client’s life experiences, (2) cultural heritage, and (3) historical background with high level of adjustment in (4) communication style and (5) counseling process.

The student counselor demonstrated superior level of awareness in the following five areas: (1) client’s life experiences, (2) cultural heritage, and (3) historical background with superior level of adjustment in (4) communication style and (5) counseling process.

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| 3. Counseling Exploration Responses | The student counselor did not demonstrate skills in exploration responses. The student did not accurately demonstrate the following: (1) techniques (1) exploration, (2) responses: (3) attending skills, (4) reflective listening, (5) probing and questioning that were age and issue appropriate. | The student counselor demonstrated minimal level of accuracy in the following two techniques (1) exploration, (2) responses, (3) attending skills, (4) reflective listening, (5) probing and questioning that were age and issue appropriate. | The student counselor demonstrated moderate level of accuracy in the following three techniques (1) exploration, (2) responses, (3) attending skills, (4) reflective listening, (5) probing and questioning that were age and issue appropriate. | The student counselor demonstrated high level of accuracy in the following four techniques (1) exploration, (2) responses, (3) attending skills, (4) reflective listening, (5) probing and questioning that were age and issue appropriate. | The student counselor demonstrated superior level of accuracy in the following five techniques (1) exploration, (2) responses, (3) attending skills, (4) reflective listening, (5) probing and questioning that were age and issue appropriate. |
| PC 1, 6 NDS A | | | | | |
| 4. Action Strategies | The student counselor did not demonstrate actions strategies responses: (1) connecting thinking, feeling, behaving, (2) confrontation, (3) disclosure, (4) directives and (5) accurate interpretation ion | The student counselor demonstrated minimal level of accuracy in two action strategy responses: (1) connecting thinking, feeling, behaving, (2) confrontation, (3) disclosure, (4) directives and (5) accurate interpretation ion | The student counselor demonstrated moderate level of accuracy in three action strategy responses: (1) connecting thinking, feeling, behaving, (2) confrontation, (3) disclosure, (4) directives and (5) accurate interpretation ion | The student counselor demonstrated high level of accuracy in four action strategy responses: (1) connecting thinking, feeling, behaving, (2) confrontation, (3) disclosure, (4) directives and (5) accurate interpretation ion | The student counselor demonstrated superior level of accuracy in all five action strategy responses: (1) connecting thinking, feeling, behaving, (2) confrontation, (3) disclosure, (4) directives and (5) accurate interpretation ion |
| PC 1,6 NDS A | | | | | |
| 5. Problem-Solving Skills | The student counselor did not demonstrate in age appropriate problem-solving and problem-solving readiness skills: (1) defining goals, (2) creating a plan (3) proper sequencing steps, (4) getting a commitment, and (5) appropriate homework. | The student counselor demonstrated minimal level in two age appropriate problem-solving and problem-solving readiness skills: (1) defining goals, (2) creating a plan (3) proper sequencing steps, (4) getting a commitment, and (5) appropriate homework. | The student counselor demonstrated moderate level in three age appropriate problem-solving and problem-solving readiness skills: (1) defining goals, (2) creating a plan (3) proper sequencing steps, (4) getting a commitment, and (5) appropriate homework. | The student counselor demonstrated high level in four age appropriate problem-solving and problem-solving readiness skills: (1) defining goals, (2) creating a plan (3) proper sequencing steps, (4) getting a commitment, and (5) appropriate homework. | The student counselor demonstrated superior level in all five age appropriate problem-solving and problem-solving readiness skills: (1) defining goals, (2) creating a plan (3) proper sequencing steps, (4) getting a commitment, and (5) appropriate homework. |
| PC1.6 NDS A , B, C | | | | | |
| 6. Counseling Session Closing | The student counselor did not demonstrate skills in ending a session. The student did not include the following: (1) defining goals, (2) creating a plan (3) proper sequencing steps, (4) getting a commitment, and (5) appropriate homework. | The student counselor demonstrated minimal level in ending a session skills that included one age appropriate component: (1) defining goals, (2) creating a plan (3) proper sequencing steps, (4) getting a commitment, and (5) appropriate homework. | The student counselor demonstrated moderate level in ending a session skills that included two age appropriate components: (1) defining goals, (2) creating a plan (3) proper sequencing steps, (4) getting a commitment, and (5) appropriate homework. | The student counselor demonstrated high level in ending a session skills that included three age appropriate components: (1) defining goals, (2) creating a plan (3) proper sequencing steps, (4) getting a commitment, and (5) appropriate homework. | The student counselor demonstrated superior level in ending a session skills that included four age appropriate components: (1) defining goals, (2) creating a plan (3) proper sequencing steps, (4) getting a commitment, and (5) appropriate homework. |
| PC1.6 NDS A, B, C | | | | | |
PROGRAM COMP: 1. Develop and understanding of human development in order to address the cognitive, personal, social, and career needs of children and adolescents.

   **AVERAGE SCORE OF ELEMENT(S) #1, #2, #3, #4, #5, AND #6 __________**

6. Become familiar with contemporary issues which are affecting the social, physical, and cognitive development of children and adolescents.

   **AVERAGE SCORE OF ELEMENT(S) #2 AND #3 __________**

NATIONAL/DELAWERE Personal/Social
A. Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others

   **AVERAGE SCORE OF ELEMENT(S) #1, #2, #3, #4, #5, AND #6 __________**

STANDARDS: B. Students will make decisions, set goals, and take necessary action to achieve goals.

   **AVERAGE SCORE OF ELEMENT(S) #4 AND #5 __________**

C. Students will understand safety and survival skills.

   **AVERAGE SCORE OF ELEMENT(S) #4 AND #5 __________**