Elementary & Secondary School Counseling Graduate Program

COURSE NUMBER: MEC 7202  
COURSE TITLE: Group Counseling (3 credits)

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.

Wilmington University Graduation Competencies
Upon graduation, candidates are expected to have gained an advanced level of applicable knowledge in the graduate competencies, as appropriate to one’s field of study. Below is a list of the competencies:

1. Oral Communication
   a. Appraise the needs of diverse audiences and then speak in a clear, confident and succinct manner.
   b. Research, construct and deliver professional presentations using a variety of communication tools and techniques.

2. Written Communication
   a. Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).
   b. Exhibit competence in writing for specific purposes, diverse audiences, and genres.
   c. Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student’s program of study.

3. Disciplined Inquiry
   a. Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.

4. Information Literacy
   a. Using contemporary technology, evaluate and utilize credible, discipline specific information effectively and with appropriate attribution.

5. Ethics
   a. Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the profession.
Expectations for School Counseling Candidates:

1. Read the assigned chapters and complete the assigned tasks before the scheduled class meeting.

2. All candidates are expected to attend class each week, arrive on time, complete the readings before class, and be prepared to discuss them intelligently in class. Read with a questioning attitude rather than for absorption of facts: What do I believe to be true? What is particularly challenging? What is hard for me to understand? How do these ideas relate to others covered in other classes?

3. Attend class each week; arrive on time for class. Absences must be approved by instructor prior to absence with the exception of a valid emergency. Missing more than 2 class meetings will result in a failing grade.

4. Candidates are expected to adhere to the WU Academic Integrity Policy. Detailed information can be found by clicking on the following link: https://www.wilmu.edu/studentlife/acadintegrity.aspx

5. All work completed and submitted for this course must be original in nature and must be created during the time frame of this course. Candidates may not submit the same work for two different assignments.

6. You may be asked to provide professional feedback to peers. Since feedback is an important aspect of this course, please use professional well thought-out statements when offering feedback. When done well, appropriate and professional peer feedback can greatly enhance the learning experience for all involved.

7. Please turn off all potentially disruptive electronic devices such as cell phones. No texting during class time. Please be respectful of your classmates and instructor.

8. All candidates must follow the basic format of current APA style when writing papers and submitting assignments. The APA Manual is a required text for this course.

9. All candidates must use their WU issued myWilmU email address. Correspondence for this class will be via Blackboard and your myWilmU email account. No exceptions.

IDEA Course and Instructor Evaluations

Wilmington University takes instructor and course evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of WU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks prior to the end of each class, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments and feedback.
ASCA School Counselor Competencies

The School Counselor Competencies developed by the American School Counselor Association (ASCA) outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of K-12 students. The WU Elementary and Secondary School Counseling program, mission, curriculum, assignments and assessments are built upon the ASCA School Counselor Competencies; therefore, candidates are encouraged to become familiar with the entire list of competencies on the ASCA website (http://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf).

This course will focus on the following ASCA School Counselor Competencies:

I. School Counseling Programs

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

I-A: KNOWLEDGE

ASCA’s position statement, The Professional School Counselor and School Counseling Preparation Programs, states that school counselors should articulate and demonstrate an understanding of:

I.A.4 Leadership principles and theories
I.A.5 Individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement; personal, social and emotional development; and career development including the identification of appropriate post-secondary education for every student
I.A.9 The continuum of mental health services, including prevention and intervention strategies to enhance student services

I-B: ABILITIES AND SKILLS

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

I.B.4d Understands and knows how to apply a consensus building process to foster agreement in a group
I.B.4e Understands how to facilitate group meetings to effectively and efficiently meet group goals

I-C: Attitudes

School counselors believe:

I.C.4 Every student should have access to a school counseling program

II: Foundations

School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.
II-A: KNOWLEDGE
School counselors should articulate and demonstrate an understanding of:
   II.A.3 Learning theories

II-B: ABILITIES AND SKILLS
An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:
   II.B.4i Practices within the ethical and statutory limits of confidentiality
   II.B.4k Understands and applies an ethical and legal obligation not only to students but to parents, administration and teachers as well

II-C: Attitudes
School counselors demonstrate their attitudes and beliefs that all students deserve access to a comprehensive program that:
   II.C.1 Has an impact on every student rather than a series of services provided only to students in need

III: Management
School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.

III-B: ABILITIES AND SKILLS
An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:
   III.B.3g Knows and understands theoretical and historical bases for assessment techniques
   III.B.4a Organizes and manages time to implement an effective school counseling program
   III.B.6e Identifies appropriate activities to accomplish objectives

IV: Delivery
School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model

IV-A: KNOWLEDGE
School counselors should articulate and demonstrate an understanding of:
   IV.A.3 Counseling theories and techniques that work in school, such as rational emotive behavior therapy, reality therapy and cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.
   IV.A.4 Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons
   IV.A.7 Principles of working with various student populations based on characteristics such as ethnic and racial background, English language proficiency, special needs, religion, gender and income
   IV.A.9 Responsive services (counseling and crisis response), including grief and bereavement

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College of Education
School Counseling Graduate Program
IV-B: ABILITIES AND SKILLS
An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

IV.B.3a Lists and describes interventions used in responsive services, such as Individual/small group counseling and crisis response
IV.B.3b Understands appropriate individual and small group counseling theories and techniques such as rational emotive behavior therapy, reality therapy, cognitive behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems

V: Accountability
School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model.

V-B: ABILITIES AND SKILLS
An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

V.B.1d Uses student data to support decision making in designing effective school counseling programs and interventions

COURSE DESCRIPTION:
Candidates investigate group dynamics and processes related to counseling theory by participating in group counseling demonstrations. This course is designed for candidates to gain group counseling skills, and self-awareness about one’s own qualities, needs, motivations, and values that can either facilitate or interfere with one’s effectiveness as a group participant and group leader. Group counseling will be clearly differentiated from group guidance. Potential uses of group counseling in schools and methods of organizing group counseling sessions are addressed. Candidates are expected to arrange a visit to a school or agency to observe an actual group session at the level for which they are seeking certification or the age group with which they will be involved.

*Note: All clearances (criminal background check, TB and child protective registry) must be completed and on file with the MEC department prior to registering for the course.
MAJOR INSTRUCTIONAL GOALS:

GOAL 1: Describe group dynamics as it relates to counseling theory and practice and demonstrate flexible thinking while maintaining results-oriented group counseling techniques. (*ASCA comp I.A.4; I.B.4e; II.A.3; III.B.3g; IV.B.3b*)

Learning Outcomes: The candidate will:
1-1 Demonstrate an understanding of group counseling.
1-2 Demonstrate an understanding of theoretical approaches to group counseling.
1-3 Demonstrate techniques of group dynamics as they relate to counseling theory and practice.

GOAL 2: Develop knowledge, skills, techniques, and confidence to act as a group facilitator. (*ASCA comp I.A.4; I.A.5; I.B.4.d; I.B.4e*)

Learning Outcomes: The candidate will:
2-1 Demonstrate the role and function of the group leader in a school group counseling situation.
2-2 Identify key techniques/skills used by an effective leader/co-leader.
2-3 Co-lead the counseling group at least once.
2-4 Write journal entries identifying effective techniques used by classmates during their role as co-leader.

GOAL 3: Acquire an understanding of the purposes and uses of group counseling as a part of a comprehensive school counseling program. (*ASCA comp I.A.9; II.C.1; III.B.4a; IV.A.7; IV.A.9; IV.B.3a; V.B.1.d*)

Learning Outcomes: The candidate will:
3-1 Identify key components of group counseling.
3-2 Summarize some of the general goals of group counseling.
3-3 Identify guidelines for designing groups specifically for children and adolescents.
3-4 Discuss the value of group counseling as part of a comprehensive school counseling program.
3-5 Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.
3-6 Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.

GOAL 4: Apply ethical and legal standards (i.e. ASCA, ACA) to group counseling. (*ASCA comp II.B.4.i; II.B.4.k*)

Learning Outcomes: The candidate will:
4-1 Become familiar with the ethical standards of the counseling profession.
4-2 Investigate legal issues relevant to school group counseling.
4-3 Discuss possible ramifications of confidentiality.
4-4 Discuss and analyze handouts from the American School Counselor Association regarding legal issues.

**GOAL 5:** Design a model group counseling proposal to be used in a school or clinical setting which includes a demonstrated knowledge of pre-group procedures including participant selection and orientation.  *(ASCA comp I.A.9; I.B.4.e; I.C.4; III.B.6e; IV.A.3; IV.A.4; IV.B.3b)*

Learning Outcome: The candidate will:
- **5-1** Describe program model(s) appropriate for group counseling in a school setting or group counseling in a clinical setting.
- **5-2** Summarize characteristics needed to begin and complete the group process.

**Required Assignments and Exams:**
The Learning Outcomes are evaluated in the following manner:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Max Points</th>
<th>Points earned</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Proposal for Group (SEA)</td>
<td>100</td>
<td></td>
<td>25%</td>
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<tr>
<td>Comprehensive Final Exam</td>
<td>100</td>
<td></td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Group Observation</td>
<td>100</td>
<td></td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Research article</td>
<td>100</td>
<td></td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td>100</td>
<td></td>
<td>10%</td>
<td></td>
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<tr>
<td>Discussion Board/Journaling</td>
<td>100</td>
<td></td>
<td>10%</td>
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</table>

**Final Grade:**

**Attendance/Participation:**
To gain the most from this class including the skills necessary to be an effective school counselor, regular attendance and participation is expected. Your responsibility as a student is to be present each class session and actively participate in class discussions, activities and group work. See Participation Rubric for scoring information.

**Discussion Board/Journaling:**
Using either a discussion board thread or journaling, you will be expected to reflect on what you learned each week and how you can apply this knowledge in your personal and professional lives.

**Final Exam:**
You will take a comprehensive final exam that may include questions in the following formats: multiple choice, fill in the blank, short answer, and long essay.
Research Article Critique: (6-8 pages total)
You will electronically (electronic library database) locate a recent article from a peer reviewed professional/academic journal. When conducting your research, look for articles that are specific to group counseling in the school setting or a specific theory applied to group counseling. Provide a brief summary of the article (2 or 3 paragraphs). Be sure to critically analyze the contents of the article and provide strengths and weaknesses. A copy of the article must accompany your final paper. APA format is required. Paper must include a title page, abstract page, 3-5 pages of content (including appropriate headings, headers, and page numbers) and a reference page.

Written Proposal for Group: (10-12 pages total) SEA
Write a comprehensive proposal for group that conceptualizes goals, procedures, and strategies. The proposal will include the following: goals and objectives, legal considerations, criteria and procedure for group formation, detailed method for group implementation, role of facilitator in multicultural experience, and methods of assessment of group development, process, and outcomes. The following needs to be addressed in the proposal: Type of group, population, need for group, screening and selection, group size, setting, ground rules, techniques, topics to be explored, stages of the group, and evaluation of group. APA format is required. Paper must include a title page, abstract page, 7-9 pages of content (including appropriate headings, headers, and page numbers) and a reference page. This assignment is considered the Structured External Assignment (SEA) for this course and requires submission in Task Stream.

Group Observation:
Find a school counselor who is running group counseling sessions at the level where you aspire to practice. Obtain permission from the school counselor (and the counselor should secure permission from the students’ parents/legal guardians) for you to observe a session. You will report on the observation while maintaining confidentiality.

OR

Find a counselor who is doing group work in a community setting (i.e. agency, church, hospital, etc.). Again, you will need permission to observe. Final product will be presented to the class (15 minutes) using various media (i.e. webpage, Prezi, power point, etc.).
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. Effective fall 2012, Wilmington University instituted a new attendance policy which mandates that a student who misses the first two sessions of a class (without receiving prior permission to do so) will be administratively dropped from the course.

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. Students who register and enter the course on the drop/add date have four days to complete the first week’s assignments.
## MEC Program
### Class Participation Rubric

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>1 Un satisfactory</th>
<th>2 Poor</th>
<th>3 Emerging</th>
<th>4 Accomplished</th>
<th>5 Exemplary</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Class and Blackboard Discussions</td>
<td>Rarely enters class or online discussions. Contributions tend to be irrelevant or superficial</td>
<td>Provides minimal, sporadic comments and information to other participants. Participates infrequently in class and/or in on-line discussions. Contributions tend to be primarily opinion-based.</td>
<td>Provides comments and some new information most weeks both in class and online regularly. Interacts primarily in group, with only modest contributions to larger class. Asks questions and responds thoughtfully in class. Posts queries, comments, and responses online—lacks depth.</td>
<td>Regularly provides comments and some new information in class and online. Interacts in both groups and larger class with substantive questions and responses. Posts thoughtful and regular queries, comments, and responses on line.</td>
<td>Regularly provides thoughtful and insightful comments and thought-provoking new information. Interacts with a variety of people both in group and larger class discussions with insightful questions and responses. Posts insightful and regular queries, comments, and responses online.</td>
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</tr>
<tr>
<td>Content of Contributions + Critical Thinking Evidenced in Contributions</td>
<td>Rare comments are largely opinion-based and not well supported by evidence from readings or life experiences.</td>
<td>Adds little to the substantive discussion but may contribute to the social aspects of the course. Contributions reveal limited understanding of ideas being discussed. There is little evidence of thoughtful contributions supported by facts, reading or life experiences. Rarely engages in discussions where there are disagreements among participants.</td>
<td>Contributions consist largely of personal opinions. They reveal an adequate understanding of the ideas being discussed. Attempts to make some use of facts, material from readings as well as pertinent life experiences. Engages in discussions, but provides little justification or explanation. Makes only modest use of credible evidence.</td>
<td>Makes significant, substantive contributions to the discussion supported by credible evidence from reading and life experiences. Comments reveal solid understanding of ideas being discussed. Comments either in class or online advance the dialogue/discussion by adding something new to the conversation. Engages in discussion, providing evidence-based justification/explanation for positions.</td>
<td>Makes significant, substantive, relevant, insightful, creative and evidence-based contributions to the discussion. Raises new questions that advance the discussion and require thoughtful responses from colleagues. Contributions reveal an insightful understanding of the ideas being discussed. Engages fully in discussion offering a critical analysis or different interpretation of ideas being discussed.</td>
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<tr>
<td>Responsiveness</td>
<td>Rarely responds to either faculty or classmate contributions in class or online</td>
<td>Minimally engages in dialogue with colleagues during class sessions. Logs onto Bb once or twice a week offers minimal responses to others postings.</td>
<td>Engages in group and class discussion, responding appropriately to others contributions. Logs onto Bb on at least 3 separate occasions during the week and actively engages in discussions.</td>
<td>Actively engages in group and class discussions. Responds to others with both support and critical analysis. Logs onto Bb on at least 4 separate occasions during the week and actively engages in discussion</td>
<td>Actively, insightfully and creatively engages in group and class discussions. Responds to others with both support and helpful critical analysis. Logs onto Bb on at least 5 separate occasions during the week and responds to the posted group and class discussion.</td>
<td></td>
</tr>
<tr>
<td>Communication Skill</td>
<td>Poor oral &amp; written comm. skills. Below par for someone aspiring to a school counselor role.</td>
<td>Limited ability to convey ideas and/or persuade others. In need of significant improvement. Errors noted in grammar, pronunciation, spelling, and punctuation</td>
<td>Able to present ideas; ability to persuade is limited. Communication skills need some development and refinement. Makes minor grammatical, pronunciations, spelling, and punctuation errors.</td>
<td>Presents ideas clearly and persuasively. Demonstrates competent oral and written leadership communication skills but in need of minor refinement.</td>
<td>Highly skilled oral and written communicator with persuasive leadership skills. Exemplifies professionalism and respect for others.</td>
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<tr>
<td>WU Grad Comp: 1</td>
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<tr>
<td>Effective School Counselor Behavior Contribution</td>
<td>Makes little or no contribution.</td>
<td>Unenthusiastic participant in creativity and effective school counselor behavior building process. Appears to have a negative demeanor and is unwilling to engage in the process.</td>
<td>Participates willingly in creativity and effective school counselor behavior building process.</td>
<td>Takes initiative in creating learning experiences that will encourage colleagues to be effective school counselors. Demonstrates professionalism.</td>
<td>Creatively inspires the development of effective leadership skills in self and others through initiative, and role modeling of effective school counselor behaviors. Exemplifies professionalism and respect for others.</td>
<td></td>
</tr>
</tbody>
</table>
| ASCA Comp: I.A.4 I.C.4 II.B.4k II.C.1 | | | | | | Adapted from, Wilmington University EDD program, With Permission | Total Rubric Score = 100 25 points x 4

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*College of Education*  
*School Counseling Graduate Program*  
11
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<tbody>
<tr>
<td>Description of Study</td>
<td>A summary of the critiqued study is not presented or summary presented is plagiarized.</td>
<td>A summary of the critiqued study is unclear. This summary poorly describes the study and the reader is not clearly informed of its purpose, actions taken, methods of data collection used, results, and conclusions or lessons learned.</td>
<td>A summary of the critiqued study is provided. This summary minimally describes the study so that the reader is informed of its purpose, actions taken, methods of data collection used, results, and conclusions or lessons learned.</td>
<td>An accurate summary of the critiqued study is provided. This summary describes the study so that the reader is informed of its purpose, actions taken, methods of data collection used, results, and conclusions or lessons learned.</td>
<td>A concise and accurate summary of the critiqued study is provided. This summary sufficiently describes the study so that the reader is informed of its purpose, actions taken, methods of data collection used, results, and conclusions or lessons learned.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Overall presentation of the article is confusing. Paper does not include required information and does not flow clearly from start to conclusion.</td>
<td>Overall presentation of the article shows poor level of organization. Paper minimally includes required information and does not flow clearly from start to conclusion.</td>
<td>Overall presentation of the article shows basic level of organization. For the most part, paper includes required information; however, paper is difficult to follow from start to conclusion.</td>
<td>Overall presentation of the article demonstrates solid organization. Paper includes required information with sufficient level of detail. Paper flows clearly from start to conclusion, enabling the reader to follow the progression without difficulty.</td>
<td>Overall presentation of the article demonstrates exceptional organization. Paper includes all required information with thorough level of detail. Ideas are clear and logical. Paper flows elegantly from start to conclusion, enabling the reader to effortlessly follow the progression.</td>
<td></td>
</tr>
<tr>
<td>Quality of Writing</td>
<td>Writing is not the voice of the student. Presents ideas as their own; however, most of paper is plagiarized. Lacks citations and references to support presented ideas. Writing is well below the expectation of a graduate student.</td>
<td>Writing is not adequate for graduate level - grammatical errors -spelling errors -poor transitions -poor sentence structure/tone -poor word choice -lacks clarity</td>
<td>Writing is adequate for graduate level -few spelling or grammatical errors -minimal transitions -minimal clarity in sentence structure/tone -work needed on word choice</td>
<td>Strong writing ability -minor spelling or grammatical errors -transitions are strong -sentences are concise -evidence of concrete details -strong word choice</td>
<td>Excellent writing ability is evident throughout the paper. Presents original thoughts and synthesizes ideas and details superbly. Exceptional understanding of writing conventions. Writing is concise, concrete and fluent. Word choice is rich, precise: the reader is drawn to the work.</td>
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</table>

**MEC Program**

**Research Article Critique**

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*College of Education*

*School Counseling Graduate Program*
| Analysis of Article | ASCA Comp: II.A.3 IV.A.3 IV.A.4 | Poor level of analysis of the article. Shows inadequate level of detail. Analysis is weak of the strengths and weaknesses of the article and reflection is minimal of the personal relevance or meaning of the findings. | Basic level of analysis of the article. Shows a good level of detail. Presented an analysis of the strengths and weaknesses of the article and a reflection of the personal relevance or meaning of the findings. | Solid level of analysis of the article. Shows a proficient level of detail. Strong analysis of the strengths and weaknesses of the article and reflection of the personal relevance or meaning of the findings. | Superior level of analysis of the article. Shows thoroughness and sophistication. Excellent analysis of the strengths and weaknesses of the article and reflection of the personal relevance or meaning of the findings. |  |
| APA Format | Unsatisfactory application of APA format that contained **six or more errors** in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings and (7) Reference page. | Poor application of APA format that contained **five errors** in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings and (7) Reference page. | Marginal application of APA format that contained **three or four errors** in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings and (7) Reference page. | Solid application of APA format that contained **one or two errors** in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings and (7) Reference page. | Strong application of APA format that contained **no errors** in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings and (7) Reference page. |  |

Total Rubric Score = 100
25 points x 4
Assignment Find a school counselor who is running group counseling sessions at the level where you aspire to practice. Obtain permission from the school counselor (and the counselor should secure permission from the students’ parents/legal guardians) for you to observe a session. You will report on the observation while maintaining confidentiality.

OR
Find a counselor who is doing group work in a community setting (i.e. agency, church, hospital, etc.). Again, you will need permission to observe. Final product will be presented to the class (15 minutes) using various media (i.e. webpage, Prezi, power point, etc.).

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<th>4 Accomplished</th>
<th>5 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was Learned</td>
<td>Candidate provided no evidence of what was learned about the group observation experience. Candidate showed little insightful understanding of key concepts related to the topic of the group as well as the group dynamics.</td>
<td>Candidate provided some evidence of what was learned about the group observation experience. Candidate showed poor evidence of understanding of key concepts related to the topic of the group as well as the group dynamics.</td>
<td>Candidate provided clear and convincing evidence of what was learned about the group observation experience. Candidate showed basic understanding of key concepts related to the topic of the group as well as the group dynamics.</td>
<td>Candidate provided clear and convincing evidence of what was learned about the group observation experience. Candidate showed insightful understanding of key concepts related to the topic of the group as well as the group dynamics.</td>
<td>SCORE</td>
</tr>
<tr>
<td>Presentation Elements</td>
<td>Uninspired presentation, lack of presentation aids to enhance the presentation.</td>
<td>Presentation was adequate, although lacking spark. Presentation aids were used to enhance the presentation.</td>
<td>Presentation was basic. Presentation aids were used to enhance the presentation.</td>
<td>Presentation was interesting and engaging for both the candidate and the audience. Presentation aids were used creatively to enhance the presentation.</td>
<td>Presentation was compelling and engaging for both the candidate and the audience. Presentation aids were used artfully to engage the audience and to make a clear connection of the content.</td>
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College of Education

School Counseling Graduate Program

14
<table>
<thead>
<tr>
<th>Description/ Analysis of Group</th>
<th>Candidate showed no understanding of group and its purpose.</th>
<th>Candidate showed a poor understanding of group and its purpose.</th>
<th>Candidate showed a developing understanding of group and its purpose. Student created a clear picture of the group</th>
<th>Candidate showed an insightful understanding of group and its purpose. Student created a clear picture of the group.</th>
<th>Candidate showed an in-depth and insightful understanding of group and its purpose. Student created a clear and compelling picture of the group.</th>
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<tbody>
<tr>
<td><strong>ASCA Comp:</strong> III.B.6e IV.B.3b</td>
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<td><strong>Subject Knowledge</strong></td>
<td>Does not have a grasp of the information. Cannot answer questions about subject</td>
<td>Uncomfortable with information and is able to answer only rudimentary questions</td>
<td>At ease with information but is able to only answer rudimentary questions.</td>
<td>At ease with expected answers to questions but does not elaborate.</td>
<td>Demonstrates full knowledge by answering all class questions with explanations and elaborations.</td>
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**Total Rubric Score = 100**
20 points x 5
Assignment: Write a comprehensive proposal for group that conceptualizes goals, procedures, and strategies. The proposal will include the following: goals and objectives, legal considerations, criteria and procedure for group formation, detailed method for group implementation, role of facilitator in multicultural experience, and methods of assessment of group development, process, and outcomes. The following needs to be addressed in the proposal: Type of group, population, need for group, screening and selection, group size, setting, ground rules, techniques, topics to be explored, stages of the group, and evaluation of group. APA format is required. Paper must include a title page, abstract page, 7-9 pages of content (including appropriate headings, headers, and page numbers) and a reference page. This assignment is considered the Structured External Assignment (SEA) for this course and requires submission in Task Stream.

<table>
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<tr>
<th>EVALUATION CRITERIA</th>
<th>1 Unsatisfactory</th>
<th>2 Poor</th>
<th>3 Emerging</th>
<th>4 Accomplished</th>
<th>5 Exemplary</th>
<th>SCORE</th>
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<tr>
<td>1. Rationale and Purpose of Group Intervention</td>
<td>The candidate did not satisfactorily address and discuss any of the following case elements: (1) student population (2) clearly defined goals (3) realistic goals (4) specific objectives (5) identify measurable objectives and (6) age-appropriate topics.</td>
<td>The candidate was able to marginally address and discuss two of the following case elements: (1) student population (2) clearly defined goals (3) realistic goals (4) specific objectives (5) identify measurable objectives and (6) age-appropriate topics.</td>
<td>The candidate was able to satisfactorily address and discuss three or four of the following case elements: (1) student population (2) clearly defined goals (3) realistic goals (4) specific objectives (5) identify measurable objectives and (6) age-appropriate topics.</td>
<td>The candidate was able to satisfactorily address and discuss four or five of the following case elements: (1) student population (2) clearly defined goals (3) realistic goals (4) specific objectives (5) identify measurable objectives and (6) age-appropriate topics.</td>
<td>The candidate was able to comprehensively address and discuss all six of the following elements: (1) student population (2) clearly defined goals (3) realistic goals (4) specific objectives (5) identify measurable objectives and (6) age-appropriate topics.</td>
<td>X3</td>
</tr>
<tr>
<td>2. Identification of Target Population for Group</td>
<td>The candidate did not satisfactorily identify the target population. Proposal included less than three of the following factors: (1) presenting issue, (2) ethnicity, (3) gender (4) age level/grade, (5) academic status, and (6) socio economic status.</td>
<td>The candidate presented a poor level in identifying the target population and included three of the following factors: (1) presenting issue, (2) ethnicity, (3) gender (4) age level/grade, (5) academic status, and (6) socio economic status.</td>
<td>The candidate presented a basic level of identifying the target population and included four of the following factors: (1) presenting issue, (2) ethnicity, (3) gender (4) age level/grade, (5) academic status, and (6) socio economic status.</td>
<td>The candidate presented a proficient level of identifying the target population and included five of the following factors: (1) presenting issue, (2) ethnicity, (3) gender (4) age level/grade, (5) academic status, and (6) socio economic status.</td>
<td>The candidate clearly and accurately in detail identified the target population and included all six of the following factors: (1) presenting issue, (2) ethnicity, (3) gender (4) age level/grade, (5) academic status, and (6) socio economic status.</td>
<td>X3</td>
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<td>3. Group Intervention, Structure and Planning</td>
<td>The candidate demonstrates an unsatisfactory level of competence in the ability to appropriately plan for group by including only one of the following elements: (1) group leader, (2) number (3) selection of group members, (4) time frame (5) location (6) plans for those not selected and (7) closed or open group membership.</td>
<td>The candidate demonstrates a poor level of competence in the ability to appropriately plan for group by including two of the following elements: (1) group leader, (2) number (3) selection of group members, (4) time frame (5) location (6) plans for those not selected and (7) closed or open group membership.</td>
<td>The candidate demonstrates a basic level of competence in the ability to appropriately plan for group by including three or four of the following elements: (1) group leader, (2) number (3) selection of group members, (4) time frame (5) location (6) plans for those not selected and (7) closed or open group membership.</td>
<td>The candidate demonstrates a proficient level of competence in the ability to appropriately plan for group by including five or six of the following elements: (1) group leader, (2) number (3) selection of group members, (4) time frame (5) location (6) plans for those not selected and (7) closed or open group membership.</td>
<td>The candidate demonstrates a distinguished level of competence in the ability to appropriately plan for group by including all seven of the following elements: (1) group leader, (2) number (3) selection of group members, (4) time frame (5) location (6) plans for those not selected and (7) closed or open group membership.</td>
<td>X3</td>
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<td>4. Group Process Characteristics of Stages</td>
<td>The candidate demonstrates a unsatisfactory level of understanding by describing the dynamics of the group process by discussing only one of the following: (1) stages of group, (2) potential issues, (3)</td>
<td>The candidate demonstrates a poor level of understanding by describing the dynamics of the group process by discussing two of the following: (1) stages of group, (2) potential issues, (3)</td>
<td>The candidate demonstrates a basic level of understanding by describing the dynamics of the group process by discussing three of the following: (1) stages of group, (2) potential issues, (3)</td>
<td>The candidate demonstrates a proficient level of understanding by describing the dynamics of the group process by discussing four of the following: (1) stages of group, (2) potential issues, (3)</td>
<td>The candidate demonstrates a distinguished level of understanding by describing the dynamics of the group process by discussing all of the following: (1) stages of group, (2) potential issues, (3)</td>
<td>X3</td>
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<td>L.B.4e</td>
<td>identification of problem behavior (4) situations as learning experiences, (5) post group follow up evaluation.</td>
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<td>5. Group Process and Ground Rules</td>
<td>The candidate did not identify the need for rules of expected group behavior by discussing the following: (1) rationale for ground rules, (2) process for establishing rules, (3) examples of rules, (4) consequence for not adhering to rules, (5) discuss confidentiality.</td>
<td>The candidate poorly identified the need for rules of expected group behavior by discussing two of the following: (1) rationale for ground rules, (2) process for establishing rules, (3) examples of rules, (4) consequence for not adhering to rules, (5) discuss confidentiality.</td>
<td>The candidate identified the need for rules of expected group behavior by discussing three of the following: (1) rationale for ground rules, (2) process for establishing rules, (3) examples of rules, (4) consequence for not adhering to rules, (5) discuss confidentiality.</td>
<td>The candidate clearly and accurately identified the need for rules of expected group behavior by discussing four of the following: (1) rationale for ground rules, (2) process for establishing rules, (3) examples of rules, (4) consequence for not adhering to rules, (5) discuss confidentiality.</td>
<td>The candidate clearly and accurately in detail identified the need for rules of expected group behavior by discussing all of the following: (1) rationale for ground rules, (2) process for establishing rules, (3) examples of rules, (4) consequence for not adhering to rules, (5) discuss confidentiality.</td>
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<tr>
<td>6. Ethical Standards and Professional Practices</td>
<td>The candidate demonstrated an unsatisfactory level of ethical standards knowledge by demonstrating only one of the following: (1) treated clients with dignity (2) complied with all laws, (3) avoided dual relationship (4) maintained confidentiality and (5) acted as a student advocate.</td>
<td>The candidate demonstrated a poor level of ethical standards knowledge by demonstrating two of the following: (1) treated clients with dignity (2) complied with all laws, (3) avoided dual relationship (4) maintained confidentiality and (5) acted as a student advocate.</td>
<td>The candidate demonstrated a basic level of ethical standards knowledge by demonstrating three of the following: (1) treated clients with dignity (2) complied with all laws, (3) avoided dual relationship (4) maintained confidentiality and (5) acted as a student advocate.</td>
<td>The candidate demonstrated a proficient level of ethical standards knowledge by demonstrating four of the following: (1) treated clients with dignity (2) complyed with all laws, (3) avoided dual relationship (4) maintained confidentiality and (5) acted as a student advocate.</td>
<td>The candidate demonstrated a distinguished level of ethical standards knowledge by demonstrating all five of the following: (1) treated clients with dignity (2) complied with all laws, (3) avoided dual relationship (4) maintained confidentiality and (5) acted as a student advocate.</td>
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<th>7. Grammar/ Punctuation</th>
<th>The candidate’s paper reflected unsatisfactory writing mechanics: <strong>four or more errors</strong> in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word usage and (5) Clarity.</th>
<th>The candidate’s paper reflected marginal writing mechanics: <strong>four errors</strong> in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word usage, and (5) Clarity.</th>
<th>The candidate’s paper reflected some writing mechanics: <strong>three errors</strong> in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word usage, and (5) Clarity.</th>
<th>The candidate’s paper reflected good writing mechanics: <strong>two errors</strong> in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word usage, and (5) Clarity.</th>
<th>The candidate’s paper reflected a high degree of proper mechanics: <strong>no errors</strong> in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word usage, and (5) Clarity.</th>
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<tr>
<td>WU Grad Comp: 2</td>
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<td>8. APA Format</td>
<td>Unsatisfactory application of APA format that contained <strong>more than four errors</strong> in the following elements: (1) Title page, (2) Running head, (3) Page numbers, (4) Citations, (5) Paragraph indentation, (6) Headings</td>
<td>Poor application of APA format that contained following elements with <strong>four errors</strong>: (1) Title page, (2) Running head, (3) Page numbers, (4) Citations, (5) Paragraph indentation, (6) Headings</td>
<td>Basic application of APA format that contained following elements with <strong>three errors</strong>: (1) Title page, (2) Running head, (3) Page numbers, (4) Citations, (5) Paragraph indentation, (6) Headings</td>
<td>Good application of APA format that contained following elements with <strong>two errors</strong>: (1) Title page, (2) Running head, (3) Page numbers, (4) Citations, (5) Paragraph indentation, (6) Headings</td>
<td>Exceptional application of APA format that contained the following elements with <strong>no errors</strong>: (1) Title page, (2) Running head, (3) Page numbers, (4) Citations, (5) Paragraph indentation, (6) Headings</td>
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<td>Total Rubric Score</td>
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