Elementary & Secondary School Counseling Graduate Program

COURSE NUMBER: MEC 7501  COURSE TITLE: Family 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](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 assigned 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 PK-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-6 Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student

I-A-9 The continuum of mental health services, including prevention and intervention strategies to enhance student success

I-B: ABILITIES AND SKILLS

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

I-B-2 Serves as a leader in the school and community to promote and support student success

I-B-5 Acts as a systems change agent to create an environment promoting and supporting student success

I-B-5b Develops a plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process

I-C: ATTITUDES

School counselors believe:

I-C-1 Every student can learn and every student can succeed

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-2 Educational systems, philosophies and theories and current trends in education, including federal and state legislation
II-A-8 Three domains of academic achievement, career planning and personal and social development

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-A: KNOWLEDGE
School counselors should articulate and demonstrate an understanding of:

III-A-3 Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to a school boards

IV: Delivery
School counselor should possess the knowledge, ability, skills and attitude necessary 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-1 The distinction between direct and indirect student services
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
IV-A-10 The differences between counseling, collaboration and consultation, especially the potential for dual roles with parents, guardians and other caretakers

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

IV-B-1g Understands multicultural and pluralistic trends when developing and choosing school counseling curriculum
IV-B-3c Demonstrates the ability to provide counseling for students during times of transition, separation, heightened stress and critical change
IV-B-3d Understand what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response
IV-B-3e Provides team leadership to the school and community in a crisis plan

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IV-B-3f  Involves appropriate school and community professionals as well as the family in a crisis situation
IV-B-3g  Understands the nature of academic, career and personal/social counseling schools and the similarities and differences among school counseling and other types of counseling, such as mental health, marriage and family and substance abuse counseling, within the continuum of care
IV-B-3h  Understands the role of school counselor and the school counseling program in the school crisis plan
IV-B-4b  Compiles referral resources to utilize with students, staff and families to effectively address issues
IV-B-4c  Develops a list of community agencies and service providers for student referrals

COURSE DESCRIPTION:
The family structure is explored as candidates learn how to meet the needs of children at school through family counseling. Knowledge of family dynamics, social and cultural issues, and parenting education are explored as the class considers issues of sexuality, child abuse, substance abuse, sex-equity, and the impact of special needs children on the family structure. Socioeconomic, ethnic background and race are addressed in terms of their influence on children in families. Candidates will research and report on community and agency resources and referral services available for children and their families.

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

MAJOR INSTRUCTIONAL GOALS:

GOAL 1:  Acquire an understanding of family and marital systems to achieve common goals for the education of children (ASCA Comp: I.A.6; I.B.2; II.A.2; IV.A.1; IV.B.1g; IV.B.3e; IV.B.3g)

Learning Outcomes:  The candidate will:
1-1  Demonstrate an understanding of the family system perspective in family counseling.
1-2  Identify characteristics of family health and dysfunction.
1-3  Identify key components of family communication.
1-4  Demonstrate knowledge of the family cycle.
1-5  Demonstrates knowledge of the role of the school counselor in the school crisis plan.

GOAL 2:  Develop the knowledge, skills, techniques, and confidence in individual, group counseling to assist children and adolescents with their development, learning, achievement, and decision making tasks. (ASCA Comp: I.A.9; I.C.1; II.A.8; IV.B.3c; IV.B.3d; IV.B.3h)

Learning Outcomes:  The candidate will:
2-1  Demonstrate knowledge of the twelve core counseling skills.
2-2  Effectively role-play school counseling situations using the proper core counseling skills.
GOAL 3: Examine and demonstrate a thorough understanding of established and psychoanalytic theories to create a foundation for effective counseling with a diverse population. (ASCA Comp: IV.B.1g)

Learning Outcomes: The candidate will:
3-1 Demonstrate knowledge of Adlerian family counseling's philosophy, theoretical constructs, interventions, and limitations.
3-2 Demonstrate knowledge of Transactional Analysis Theory's philosophy, theoretical constructs, interactions, and limitations.
3-3 Demonstrate knowledge of Family Systems Theory's philosophy, theoretical constructs, interactions, and limitations.
3-4 Demonstrate knowledge of Family of Origin Theory's philosophy, theoretical constructs, interactions, and limitations.

GOAL 4: Examine and demonstrate a thorough understanding of established and cognitive theories to create a foundation for effective counseling with a diverse population. (ASCA Comp: I.B.5b)

Learning Outcomes: The candidate will:
4-1 Demonstrate knowledge of Rational Emotive Therapy's philosophy, theoretical constructs, interactions, and limitations.
4-2 Demonstrate knowledge of Structural Family Therapy's philosophy, theoretical constructs, interactions, and limitations.
4-3 Demonstrate knowledge of Functional Family Therapy's philosophy, theoretical constructs, interactions, and limitations.

GOAL 5: Examine and demonstrate a thorough understanding of established and humanistic/person centered theories to create a foundation for effective counseling with a diverse population. (ASCA Comp: IV.B.3f)

Learning Outcomes: The candidate will:
5-1 Demonstrate knowledge of Person Centered Family Therapy's philosophy, theoretical constructs, interactions, and limitations.
5-2 Demonstrate knowledge of Gestalt Oriented Family Therapy's philosophy, theoretical constructs, interactions, and limitations.
5-3 Demonstrate knowledge of the Satir's Communication Theory's philosophy, theoretical constructs, interactions, and limitations.

GOAL 6: Understand the concept of family origin and understand the meaning and function of the genogram in family counseling. (ASCA Comp: III.A.3)

Learning Outcomes: The candidate will:
6-1 Demonstrate an understanding of a genogram by constructing and presenting one, using the student's family as a model.
6-2 Demonstrate effective oral communication and prepare and deliver a professional presentation.
6-3 Role play using a genogram as a counseling tool.

GOAL 7: Develop an understanding of family culture and the family life cycle and the impact on the counseling process. (ASCA Comp: I.A.9; I.B.5; IV.A.7; IV.A.9; IV.A.10; IV.B.4b; IV.B.4.e)

Learning Outcomes: The candidate will:

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7-1 Discuss and identify such family counseling issues as family life cycle, two parent/single parent/blended families, minority family counseling, violence within families, physical and cognitive handicaps in children and chemical dependency.

7-2 Candidates will effectively role-play counseling situations which deal with the issues mentioned above.

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

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<tr>
<th>Assignments</th>
<th>Max Points</th>
<th>Points earned</th>
<th>Percentage</th>
<th>Grade</th>
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<tr>
<td>Genogram, Reflection and Presentation (SEA)</td>
<td>100</td>
<td>25%</td>
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<td>Attendance/Participation</td>
<td>100</td>
<td>10%</td>
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<td>Discussion Board/Journaling</td>
<td>100</td>
<td>10%</td>
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<td>Research Article</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Group Project/Presentation</td>
<td>100</td>
<td>20%</td>
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<tr>
<td>Comprehensive Final Exam</td>
<td>100</td>
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**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 of these formats, you will be expected to reflect on what you learned that week and how you can use it in your personal and professional lives.

**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 family counseling theories and their application in a school setting. 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.
Genogram, Reflection and Presentation:
Develop a personal genogram and family chronology that assesses the families in life cycle perspective. The graphic picture of the family history and patterns show the basic structure, family demographics, and relationships. This project will contain a reflective piece (50 points) that examines the genogram (25 points) and identifies patterns of different life stages, norms and areas of possible issues. The SEA includes a presentation (25 points) of the Genogram. This assignment is considered the Structured External Assignment (SEA) for this course and requires submission in Task Stream.

Group Project, Paper and Role-Play (7-9 pages total)
The Family Theory group project will consist of a theoretical orientation relative to family therapy. Candidates will outline a conceptual framework which includes the following: philosophical underpinnings/assumptions, therapeutic interventions, role of the counselor/therapist, and strengths and limitations. APA format is required. Paper must include a title page, abstract page, 4-6 pages of content (including appropriate headings, headers, and page numbers) and a reference page

Group Role Play Projects/Presentations:
• Students will demonstrate knowledge of a theory/therapy philosophy through role-play
• Role-play will highlight a special family issue and specific skills used in the theory/therapy of choice
• Students will be able to reflect on the group session and classmates will be able to give feedback

Final Exam: 100 Points
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.
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 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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<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 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>
<td>ASCA Comp: I.A.6 I.B.5 I.C.1 WU Grad Comp: 1</td>
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<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>ASCA Comp: IV.A.7 IV.A.10 IV.B.3g WU Grad Comp: 1</td>
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*College of Education*

*School Counseling Graduate Program*
| Responsiveness                                    | Rarely responds to either faculty or classmate contributions in class or online | Minimally engages in dialogue with colleagues during class sessions. Logs onto Bb once or twice a week offers minimal responses to others postings. | 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. | 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 | 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. |
| Communication Skill                              | Poor oral & written comm. skills. Below par for someone aspiring to a school counselor role. | Limited ability to convey ideas and/or persuade others. In need of significant improvement. Errors noted in grammar, pronunciation, spelling, and punctuation | Able to present ideas; ability to persuade is limited. Communication skills need some development and refinement. Makes minor grammatical, pronunciations, spelling, and punctuation errors. | Presents ideas clearly and persuasively. Demonstrates competent oral and written leadership communication skills but in need of minor refinement. | Highly skilled oral and written communicator with persuasive leadership skills. Exemplifies professionalism and respect for others. |
| Effective School Counselor Behavior Contribution  | Makes little or no contribution. | 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. | Participates willingly in creativity and effective school counselor behavior building process. | Takes initiative in creating learning experiences that will encourage colleagues to be effective school counselors. Demonstrates professionalism. | 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. |

Adapted from, Wilmington University EDD program, With Permission

Total Rubric Score = 100
25 points x 4
### MEC Program

#### Research Article Critique

<table>
<thead>
<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>
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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</td>
<td>A summary of the critiqued study is unclear. This summary</td>
<td>An accurate summary of the critiqued study is provided. This summary</td>
<td>A concise and accurate summary of the critiqued study is provided. This</td>
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<tr>
<td>ASCA Comp:</td>
<td>plagiarized.</td>
<td>poorly describes the study and the reader is not clearly</td>
<td>minimally describes the study so that the reader is informed of its</td>
<td>summary sufficiently describes the study so that the reader is informed of</td>
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<td>II.A.2</td>
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<td>informed of its purpose, actions</td>
<td>purpose, actions taken, methods of data collection used, results, and</td>
<td>its purpose, actions taken, methods of data collection used, results, and</td>
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<td>II.A.8</td>
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<td>taken, methods of data</td>
<td>conclusions or lessons learned.</td>
<td>conclusions or lessons learned.</td>
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<td>IV.A.1</td>
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<td>collection used, results, and</td>
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<td>IV.A.7</td>
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<td>conclusions or lessons learned.</td>
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<td>Organization</td>
<td>Overall presentation of the article is confusing. Paper does not include required</td>
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<td>WU Grad Comp: 2</td>
<td>information and does not flow clearly from start to conclusion.</td>
<td>article shows poor level of</td>
<td>article shows adequate level of</td>
<td>article demonstrates solid</td>
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<tr>
<td>Quality of Writing</td>
<td>Writing is not the voice of the student. Presents ideas as their own; however,</td>
<td>organization. Paper minimally</td>
<td>organization. Paper includes</td>
<td>organization. Paper demonstrates</td>
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<tr>
<td>WU Grad Comp: 2</td>
<td>most of paper is plagiarized. Lacks citations and references to support presented</td>
<td>includes required information and does not flow clearly from</td>
<td>required information with</td>
<td>exceptional organization. Paper</td>
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<td>ideas. Writing is well below the expectation of a graduate student.</td>
<td>start to conclusion.</td>
<td>sufficient level of detail. Paper flows clearly from start to</td>
<td>includes all required information with</td>
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<td>Writing is not adequate for graduate level</td>
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<td>conclusion, enabling the reader to follow the progression without</td>
<td>thorough level of detail. Paper</td>
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<td>- grammatical errors</td>
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<td>difficulty.</td>
<td>flows elegantly from start to conclusion, enabling the reader</td>
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<td>-spelling errors</td>
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<td>to effortlessly follow the progression.</td>
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<td>-poor transitions</td>
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<td>Writing is somewhat adequate for graduate level</td>
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<td>-minimal transitions</td>
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<td>-minimal clarity in sentence</td>
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<td>-transitions are strong</td>
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<td>Excellent writing ability is evident throughout the paper. Presents</td>
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<td>original thoughts and synthesizes ideas and details superbly.</td>
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<td>Exceptional understanding of writing conventions. Writing is concise,</td>
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<td>concrete and fluent. Word choice is rich, precise: the reader is drawn to the</td>
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<td>work.</td>
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</tbody>
</table>

Syllabus is sole property of Wilmington University  

*College of Education*  
*School Counseling Graduate Program*  

12
| Analysis of Article | WU Grad Comp: 3 & 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 | WU Grad Comp: 2 | 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
## Syllabus

**College of Education**

**School Counseling Graduate Program**

**MEC 7501 Family Counseling**

## Discussion Board/Journaling

<table>
<thead>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Discussion</td>
<td>Does not enter discussion.</td>
<td>Provides minimal comments and information to other participants. Participates infrequently in online discussions or e-mail; postings are irrelevant or superficial.</td>
<td>Sporadically provides comments and some new information. Interacts with only one or two participants by posting queries, comments, and thoughtful responses.</td>
<td>Provides comments and some new information in a fairly regular manner. Interacts with a few selected participants by posting queries, comments, and thoughtful responses.</td>
<td>Provides comments and new information in a regular and equitable manner. Interacts with a variety of participants by posting queries, comments, and thoughtful responses.</td>
<td></td>
</tr>
<tr>
<td>Content of Posting ASCA Comp: IV.A.7</td>
<td>Does not add to the discussion.</td>
<td>Adds little to the substantive discussion but may contribute to the social aspects of the course.</td>
<td>Postings consist largely of personal opinions or experiences. Reveals a restricted understanding of the topic limited to information that could be derived from prior posts.</td>
<td>Makes significant contributions to the discussion. Reveals adequate understanding of the topic as evidenced by posts telling us something new.</td>
<td>Postings are accurate, original, and relevant. Even better than telling us something new, participant raises new questions that lead to further discussion from a variety of people. Reveals a solid understanding of the topic as evidenced by thoughtful responses and questions.</td>
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<tr>
<td>Critical Thinking evidenced by Posting</td>
<td>Does not enter posting.</td>
<td>Provides no evidence of agreement or disagreement with existing discussion.</td>
<td>Agrees or disagrees with existing discussion but provides no justification/explanation (e.g. text readings, resources).</td>
<td>Agrees or disagrees with existing discussion and provides limited justification/explanation (e.g. text readings, resources).</td>
<td>Offers a critical analysis of an existing posted idea or introduces a different interpretation to an existing idea.</td>
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<tr>
<td>Responsiveness</td>
<td>Does not respond.</td>
<td>Posts initial comments but does not respond to others’ posts.</td>
<td>Initial post is the minimum required and responds to two other posted discussions.</td>
<td>Initial post is above the minimum required and responds to two other posted discussions.</td>
<td>Initial post is beyond the minimum required. Responds to more than two (2) other posted discussions.</td>
<td></td>
</tr>
<tr>
<td>Writing Style WU Grad Comp: 2</td>
<td>Does not write response.</td>
<td>Limited ability to convey ideas noted. Below expectations of work at this level. Errors noted in spelling, punctuation, and grammar.</td>
<td>Able to present ideas. Comes close to expectations for work at this level. Some punctuation and spelling errors but no errors in grammar identified.</td>
<td>Explicitly presents ideas. Work appropriate for this level of student. No spelling or grammar errors noted. A few minor punctuation errors identified.</td>
<td>Highly skilled presentation of ideas. Engages reading. Work exceeds expectations for this level of student. Absolutely no errors in spelling, punctuation, or grammar noted.</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments:**

**Total Rubric Score =** $25 \times 4 = 100$ points
Group Role Play

There are two parts to this assignment:

1) Role Play: Groups will work collaboratively to demonstrate knowledge of a theory/therapy philosophy through a 45 min role-play. The role-play will highlight a special issue and use specific skills in the assigned theory/therapy. Demonstration of the use of the Genogram and relevant community resources must be evident.

2) Paper: The group will write a paper that includes background on the assigned theory/therapy, background on the fictional client’s family (the case study), and a reflection and/or summary of how the skills/techniques relevant to the assigned theory, in addition to the Genogram and community resources, were used in the role-play.

<table>
<thead>
<tr>
<th>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>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>*FIVE or more errors in APA OR grammar. *Information appears disorganized *Basic information on role-play scenario has not been provided. *Summary of theoretical techniques has not been provided *No description of the integration of the community resources or use of genogram into the role-play has been provided.</td>
<td>*THREE or FOUR errors in APA OR grammar/writing mechanics. *Information is organized, but paragraphs are not well-constructed *Background information on the role-play scenario is not sufficient *Summary of theoretical techniques used in the role-play are not sufficiently described *No description of the integration of the community resources or genogram into the role-play</td>
<td>*TWO errors in APA OR grammar/writing mechanics *Information is organized with some well-constructed paragraphs *Gives basic background on the role-play scenario *Gives a basic summary of theoretical techniques used in the role-play *Describes the integration of community resources OR the use of the genogram effectively into role-play</td>
<td>*ONE error in APA OR grammar/writing mechanics *Information is organized with well-constructed paragraphs *Gives a sufficient background on the role-play scenario *Summarizes the use of theoretical techniques used in role-play *Describes the integration of community resources OR the use of the genogram effectively into role-play</td>
<td>*No errors in APA format *No grammatical errors *Includes a thoughtful, very well-organized reflection on assigned theory, with well-constructed paragraphs and subheadings *Gives a clear, concise, detailed background on role-play scenario *Summarizes the use of theoretical techniques as used in role-play *Describes the integration of community resources and use of the genogram effectively into the role-play</td>
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<tr>
<td>Content</td>
<td>ASCA Comp:</td>
<td>Implementation</td>
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<tr>
<td>I.A.6</td>
<td>I.A.9</td>
<td>Implemented 9/2015</td>
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<tr>
<td>I.B.5</td>
<td>LC.1</td>
<td>REVISED: 6/2016; 9/2017</td>
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<tr>
<td>IV.A.1</td>
<td>IV.A.9</td>
<td>Syllabus is sole property of Wilmington University</td>
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<tr>
<td>IV.B.3e</td>
<td>IV.B.3f</td>
<td>College of Education</td>
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<tr>
<td>IV.B.3g</td>
<td>IV.B.3h</td>
<td>School Counseling Graduate Program</td>
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<tr>
<td>IV.B.4b</td>
<td>IV.B.4c</td>
<td>16</td>
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</tbody>
</table>

**Content**

**ASCA Comp:**

- I.A.6
- I.A.9
- I.B.5
- LC.1
- IV.A.1
- IV.A.9
- IV.B.3e
- IV.B.3f
- IV.B.3g
- IV.B.3h
- IV.B.4b
- IV.B.4c

- Demonstrates little understanding of the important collaborative relationship between school counselor and family, teachers, administrators and community leaders
- Has little understanding of the continuum of mental health services including prevention and intervention strategies
- Little understanding role in crisis plan
- Demonstrates basic understanding of the important collaborative relationship between school counselor and family, teachers, administrators and community leaders
- Has basic understanding of the continuum of mental health services including prevention and intervention strategies
- Basic understanding of school counselor role in crisis plan
- Demonstrates understanding of the important collaborative relationship between school counselor and family, teachers, administrators and community leaders
- Understands the continuum of mental health services including prevention and intervention strategies
- Understands role in crisis plan
- Demonstrates complete understanding of the important collaborative relationship between school counselor and family, teachers, administrators and community leaders
- Fully understands the continuum of mental health services including prevention and intervention strategies
- Fully understands the school counselor's role to be effective in a crisis plan

**Active listening**

**ASCA Comp:**

- IV.B.1g
- IV.B.3c
- IV.B.3d

- Does not listen to others, completely disinterested in task at hand
- Not considerate of others' feelings and ideas
- Listens to others sometimes; seems somewhat uninterested and disengaged
- Considers other people’s feelings and ideas sporadically
- Listens and takes other’s feelings into consideration some of the time
- Encourages others to share ideas and input some of the time
- Listens and takes other’s feelings into consideration most of the time
- Encourages others to share ideas and input most of the time
- Listens attentively to others, displays interest
- Empathetic to other people’s feelings and ideas
- Encourages others to share many ideas
- Models care and concern

**Organization**

- Partners did not collaborate effectively or contribute to group
- Lack of organization; choppy and confusing; format difficult to follow
- No goals established
- Does not accomplish assignment
- Problematic interactions of team members
- Product lacks organization an logical sequence
- Goals not clearly defined
- Barely accomplishes the job
- Partners work agreeably with concerning organization and structure of work
- Somewhat organized ideas; not presented in sequence
- Goals are established, but some are too general
- Accomplished basic assignment
- Partners work well with as a team concerning organization and structure of work
- Product is organized and logical
- Goals are established, but some are too general
- Accomplished most elements of assignment
- Partners work well with as a team concerning organization and structure of work
- Product is extremely well organized and logical
- Has realistic, prioritized, and measurable goals
- Highly productive in accomplishing assignment
- Collaboration is superior. All members take a keen initiative in helping the group get organized
- Product is extremely well organized and logical
- Has realistic, prioritized, and measurable goals
- Highly productive in accomplishing assignment
<table>
<thead>
<tr>
<th>Group Member Responsibility/ Collaboration</th>
<th>WU Grad Comp: 1 &amp; 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>*One or more group members has no knowledge in content area</td>
<td>*One or more group members limited knowledge in content area; unprepared for assignment</td>
</tr>
<tr>
<td>*No understanding or contribution to the assignment</td>
<td>*Limited understanding and contribution to the assignment</td>
</tr>
<tr>
<td>*Lacks knowledge about where to research and find answers to support goals of assignment</td>
<td>*Lacks knowledge about where to research and find answers to support goals of assignment</td>
</tr>
<tr>
<td>*Demonstrates poor group collaboration</td>
<td>*Basic group collaboration demonstrated</td>
</tr>
<tr>
<td>*Group demonstrates common knowledge in content area</td>
<td>*Limited understanding and contribution to the assignment</td>
</tr>
<tr>
<td>*Demonstrates poor group collaboration</td>
<td>*Lacks knowledge about where to research and find answers to support goals of assignment</td>
</tr>
<tr>
<td>*Mediocre group collaboration</td>
<td>*Basic group collaboration demonstrated</td>
</tr>
<tr>
<td>*Group members demonstrate strong knowledge base in content area</td>
<td>*Each member understands and contributes to the assignment</td>
</tr>
<tr>
<td>*All members are highly knowledgeable in content area</td>
<td>*Each member knows where to research and find answers to support goals of assignment</td>
</tr>
<tr>
<td>*All members clearly understand and contribute to the assignment</td>
<td>*Each member takes an active and collaborative leadership role</td>
</tr>
<tr>
<td>*Excellent group collaboration</td>
<td>*Excellent group collaboration</td>
</tr>
</tbody>
</table>

Total Rubric Score = 100
20 points x 5
There are two parts to this assignment:

**Genogram:** Create a graphic picture of your family history in the form of a genogram. Be sure to show important information using symbols and a key to show relationships. Genogram must be displayed on (at minimum) a poster board or electronically. Genogram will be submitted with the written part of the assignment.

**Reflection:** Write an 8-10 page reflection that examines your genogram and identifies patterns of different life stages, norms, and areas of possible issues. APA format is required and includes a title page, abstract page, appropriate headings, headers, page numbers, and references.

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>Unsatisfactory</th>
<th>Poor</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
<th>SCORE</th>
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<tbody>
<tr>
<td>GENOGRAM: (25pts.)</td>
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<td>X5</td>
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<tr>
<td>ASCA Comp: IV.A.7</td>
<td>There were two generations represented, the relationships were not represented in an adequate manner, symbols and a key to show relationships was not included.</td>
<td>There were two generations represented, the relationships were not represented in an adequate manner, symbols and a key to show relationships was included.</td>
<td>There were three generations represented, the relationships were represented in an adequate manner, symbols and a key to show relationships was included.</td>
<td>There were at least four generations represented, the relationships were represented in an adequate manner, symbols and a key to show relationships was included.</td>
<td>There were at least four generations represented, the relationships were represented in an adequate manner, symbols and a key to show relationships was included.</td>
<td></td>
</tr>
<tr>
<td>REFLECIION: Content (20pts.)</td>
<td>Reflection did not analyze the genogram and identified patterns of only one of the three of the following: different life stages, norms, and areas of possible issues. The purpose of assignment was not understood.</td>
<td>Reflection did not clearly analyze the genogram and identified patterns of only one of the three of the following: different life stages, norms, and areas of possible issues. The purpose of assignment was not understood.</td>
<td>Basic reflection that analyzed the genogram and identified patterns of all two out three of the following: different life stages, norms, and areas of possible issues. The purpose of assignment was understood.</td>
<td>Thoughtful reflection that analyzed the genogram and identified patterns of all three of the following: different life stages, norms, and areas of possible issues. The purpose of assignment was clearly understood.</td>
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<td>ASCA Comp: IV.A.9</td>
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<td>IV.B.3c</td>
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<tr>
<td>REFLECTION: Organization (10pts.)</td>
<td>The information appears to be disorganized.</td>
<td>Information is organized, but paragraphs are not well-constructed.</td>
<td>Information is organized with some well-constructed paragraphs.</td>
<td>Information is organized with well-constructed paragraphs.</td>
<td>Information is very organized with well-constructed paragraphs and subheadings provided.</td>
<td>X2</td>
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<tr>
<td>Reflection: APA Format (10pts.)</td>
<td>Unsatisfactory application of APA format that contained more than four errors in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings.</td>
<td>Poor application of APA format that contained three errors in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings.</td>
<td>Marginal application of APA format that contained following elements with two errors: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings.</td>
<td>Solid application of APA format that contained following elements with one error: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings.</td>
<td>Strong application of APA format that contained following elements with no errors: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings.</td>
<td>X2</td>
</tr>
<tr>
<td>Presentation: (25 points) ASCA Comp: III.A.3 WU Grad: 1</td>
<td>Flat with little if any flair. Poor use of technology. Communication skills well below expectations for master’s level presentations.</td>
<td>Limited ability to convey the nature of the genogram described. Enthusiasm is not evident. Little if any use of technology. Oral communication skills below expectations for master’s level presentations.</td>
<td>Ideas clearly presented. Presenter was actively engaged in the presentation. Some use of technology, but not particularly imaginative. Competency in oral communication is appropriate for master’s level presentations.</td>
<td>Ideas clearly, creatively and persuasively presented. Presenter was fully engaged and intent on putting ideas in best light possible. Competent and somewhat imaginative use of technology. Connected with audience. Persuasive oral presentation skills.</td>
<td>Highly skilled, imaginative and persuasive presentation of ideas. Presenter was enthusiastic and fully engaged. A variety of presentation techniques are utilized. Highly skilled and creative use of technology. Fully engaged the audience throughout the presentation. Persuasive oral presentation communication skills.</td>
<td>X5</td>
</tr>
</tbody>
</table>

Total Rubric Score = 100 points