



**Commission on Teacher Credentialing**  
**Biennial Report**  
**Academic Year 2008-11**

<b>Institution</b>	<b>University of San Diego</b>
<b>Date report is submitted</b>	<b>September 15, 2011</b>
<b>Program documented in this report</b>	<b>Pupil Personnel Services Credential: School Counseling</b>
<b>Name of Program</b>	<b>Counseling, M.A., School Counseling Specialization with Pupil Personnel Services Credential: School Counseling</b>
<b>Credential awarded</b>	<b>Pupil Personnel Services Credential: School Counseling</b>
<b>Is this program offered at more than one site? No</b>	
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## **OVERVIEW**

At the University of San Diego, the School of Leadership and Education Sciences offers four credential programs. K-12 multiple subjects and single subject credential candidates, and candidates in special education credential areas are within the Department of Learning and Teaching. Administration credential candidates are part of the Educational Leadership Development Academy in the Department of Leadership Studies. Candidates seeking the credential in school counseling are served by the Department of Counseling and Marriage and Family Therapy.

All of the credential programs are aligned with the overarching School of Leadership and Education Sciences conceptual framework called ACE: academic excellence, critical inquiry, reflection; community and service; and, ethics, values and diversity. The ACE themes are an integral part of the program and candidate assessment system.

All of the credential programs are administered on campus at the University of San Diego, except for the Education Specialist: Deaf and Hard of Hearing Credential. The DHH credential is administered at the John Tracy Clinic in Los Angeles, a facility renowned for its work with families of the deaf and hard of hearing. Although candidates are admitted to credential programs through a common process, their progress toward the credential is overseen and maintained by the appropriate department. Each program has distinct midpoint and endpoint assessments that emphasize the specialized skills appropriate to that credential area. Records are kept in each department and summarized with assistance from the Office of Assessment Support.

Because USD became part of the first cohort of universities involved in NCATE's Transformation Initiative option, the Commission changed our cohort placement from Orange to Red. Therefore, in this Biennial Report, we are presenting summaries for the past three years, 2008-2009, 2009-2010 and 2010-2011. Section B is included in each report.

This report summarizes the Pupil Personnel Services: School Counseling Credential program. Appendix A contains rubrics and summaries of candidate data for assessments not summarized in SECTION A. Appendix B includes Syllabi from two courses that were substantially changed based on data from candidate assessments.

**SECTION A – SCHOOL COUNSELING CREDENTIAL PROGRAM INFORMATION**  
**I. Contextual Information**

The School of Leadership and Education Sciences (SOLES) offers a 48 unit Master of Arts in Counseling program with a specialization in School Counseling. The School Counseling Specialization prepares candidates to become school counselors in elementary, middle/junior high, and high school settings. In 1996 the Master of Arts degree requiring 48 graduate units was implemented to meet the Standards for the National Board of Certified Counselors ([NBCC](#)).

The rationale for the PPS-School Counseling preparation program at USD focuses on bridging the gap between theory and practice in counseling and upon evidence-based and ethical practice. The program has a strong focus on leadership and advocacy skills in the planning, delivery, and evaluation of comprehensive programs for school counseling. Ten learning outcomes guide the Counseling Program.

Multiple means of candidate assessment are utilized in the program. The School Counseling program utilizes coursework assessments to determine whether candidates meet the standards required to continue in and complete the program. After the first semester of coursework, A Clinical Instruction Benchmark Assessment (CIBA) is utilized to provide candidates with personal and professional development feedback, to assess progress in the program, and to determine the candidates’s readiness for the practicum portion of clinical instruction. The CIBA reviews assignments from course work and pays particular attention to the initial development of counseling skills as evidenced by the Pre-Practicum assessment. The CIBA is completed prior to approval to register for the School-based Counseling Practicum. Similar to the CIBA, the Fieldwork Readiness Assessment is the second required benchmark that determines candidate readiness for the more intensive yearlong school-based fieldwork experience. This benchmark reviews academics, practicum evaluations, sets goals for fieldwork and assesses candidate progress towards graduation before approving fieldwork placements.

<b>Program Specific Credential Information: Pupil Personnel Services: School Counseling</b>		
	<i>School Counseling New and Returning Candidates</i>	<i>School Counseling Credential Completers</i>
<b>2008 - 2009</b>	Graduate = 53	21
<b>2009 -2010</b>	Graduate = 60	23
<b>2010 - 2011</b>	Graduate = 45	20

The University of San Diego School Counseling Program has undergone significant changes since submission of our CTC Biennial Report in 2008. Program faculty completed a full review of the course sequencing for school counseling and adopted significant revisions. The program also modified the model for action research in place since 2003 and switched from a first-year action research project based on team assignments in the field to a second-year model based on pairing individual action research projects with fieldwork assignments. This shift facilitated a strengthening of the cohort model used by the program through clearer articulation of key

assignments in school counseling specialization courses and better alignment of assignments in a knowledge and skills development sequence. The change in the structure of the action research project also was tied to a planned shift from a traditional written comprehensive exam to the project being a summative experience for candidates.

<b>Significant changes</b>	
January 2009	School Counseling accredited by CACREP (8 year accreditation)
Fall 2009	Two faculty members hired in School Counseling Program
2009-2010	Curriculum revision based on CACREP/ CTC standards and candidate feedback
2009-2010	Student learning outcomes revised and mapped to curriculum
Fall 2010	Alumni survey conducted
Fall 2010	Cohort Models (2-year and 3-year) strengthened for program
Fall 2010	Pre-practicum candidate evaluation revised
Spring 2011	Exit Survey revised
Spring 2011	Evaluated other Assessments for New Action Research Requirement

## **II. Candidate Assessment/Performance and Program Effectiveness Information**

- a) The Counseling Program utilizes nine candidate assessments from the time a candidate begins her or his studies through program completion and entry into the workforce as a professional counselor. The assessments include:
- *Coursework assessments*
  - *Clinical Instruction Benchmark Assessment (CIBA)*
  - *Fieldwork Readiness Assessment*
  - *Practicum Evaluation*
  - *First and Second Semester Fieldwork Evaluation*
  - *Comprehensive Exam (COMP) (Ended spring 2011)*
  - *Action Research Project assessment (Beginning spring 2012)*
  - *Exit Survey*
  - *Alumni and Employer Survey*

The table on the next page summarizes four key assessments utilized in our program. Following this table we examine the data for the four key assessments selected.

Table 1: Candidate Assessment Summary – Key Assessments for 2008-2010

<b>Assessment Measures</b>	<b>Description of type of data collected</b>	<b>Data collection process</b>
Clinical Instruction Benchmark Assessment (CIBA)	<ul style="list-style-type: none"> <li>- Papers from prerequisite courses (COUN 503, 506)</li> <li>- Reflective essay on readiness for practicum</li> <li>- Verbal - candidate interview</li> <li>-Pre-Practicum Instructor and Student Evaluations</li> <li>- Confirmation of insurance and certificate of clearance</li> </ul>	<ul style="list-style-type: none"> <li>- Candidate submits required material one week prior to appointment with advisor</li> <li>- Advisor reviews all materials prior to interview with candidate</li> <li>- Interview/Assessment completed by candidate's advisor</li> <li>- If candidate successfully completes the CIBA, advisor signs approval of readiness for practicum</li> </ul>
Fieldwork Readiness	<ul style="list-style-type: none"> <li>- Candidate interview</li> <li>-Practicum Instructor and Student Evaluations</li> <li>-Written responses to prompts (i.e., candidate strengths and weaknesses in relation to knowledge skills and dispositions)</li> </ul>	<ul style="list-style-type: none"> <li>- Advisor meets with candidate after completion of practicum and prior to start of fieldwork</li> <li>- Advisor reviews candidate's practicum self-evaluation and instructor's practicum assessment</li> <li>- Advisor checks with candidate on progress in completing program requirements for international experience and completion of a course on psychological foundations of learning in a diverse society.</li> <li>- Advisor checks with candidate on graduation petition</li> <li>- Advisor reviews projected fieldwork placement</li> <li>- Advisor and candidate discuss the candidates' personal development in the program, including personal and interpersonal strengths, professional knowledge, skills the candidate will bring to the fieldwork site, evidence of candidate's effectiveness in</li> </ul>

		<p>working with clients, the candidate's awareness of areas for future growth as a counselor, and the candidate's sense of self as a reflective practitioner.</p> <ul style="list-style-type: none"> <li>- The advisor and the candidate engage in goal setting for fieldwork, including professional goals for your field experience, areas of counseling skill the candidate will work on improving during field experience, and the plan for working on those skills.</li> </ul>
First Fieldwork Evaluation	<p>Quantitative and qualitative data: Performance evaluation includes numerical rating of each candidate according to CCTC and CACREP standards; evaluation form also includes space for open-ended comments by the fieldwork supervisor</p>	<ul style="list-style-type: none"> <li>- Performance evaluation completed by Fieldwork Site Supervisor at first fieldwork site – end of semester</li> <li>- Evaluation reviewed with candidate</li> </ul>
Second Fieldwork Evaluation	(Same as above)	<ul style="list-style-type: none"> <li>- Performance evaluation completed by Fieldwork Site Supervisor at first fieldwork site – end of semester</li> <li>- Evaluation reviewed with candidate</li> </ul>
<p>Comprehensive Exam (COMP) 2 parts</p> <ul style="list-style-type: none"> <li>- Final Evaluation before approval for graduation</li> </ul>	<p>Numerical scores used for Clinical Instruction and School Counseling specialization portions of the exam</p> <ul style="list-style-type: none"> <li>- Non-pass initiates verbal and written remediation process with advisors.</li> </ul>	<p>Comprehensive written exam consisting of 2 sections:</p> <ul style="list-style-type: none"> <li>- School Counseling Clinical Case Response</li> <li>- Personal Reflection</li> </ul>

Because no candidate moves forward until all CIBA requirements are met, Table 2 presents the successful completion of the CIBA in 2008-2009, 2009-2010 and 2010-2011.

Table 2: Candidate Assessment Data: CIBA

<b>2008-2009 Number of candidates successfully completing the CIBA</b>	<b>2009-2010 Number of candidates successfully completing the CIBA</b>	<b>2010-2011 Number of candidates successfully completing the CIBA</b>
22	21	16

Successful completion of the CIBA indicates that the candidate has met all the requirements and is deemed ready to engage in basic level counseling and guidance at a school site. If a candidate does not successfully complete the CIBA, a Student Development Plan is created to assist the candidate in completing clinical instruction readiness.

Our fieldwork assessments form an essential part of our decision-making regarding candidate readiness for credential recommendation. Our program utilizes a candidate assessment form developed over a three-year period, with input from faculty, students, fieldwork supervisors, and fieldwork seminar instructors. Performance evaluation includes numerical rating of each candidate according to CCTC and CACREP standards. Standards are organized into three sections: Clinical skills; School Counseling Specialization Skills and Dispositions; Professional Behaviors. A 5-point scale is used to assessment candidate performance in relation to the standards. The evaluation form also includes space for open-ended comments by the fieldwork supervisor. Candidates complete a self-assessment using the same form completed by supervisors, and the responses of each are compared in meetings between the candidate and the supervisor.

Following the 2007-2008 fieldwork assessments, faculty decided to examine two aspects of the evaluations more closely. First, they examined performance on each of the three subcategories that contribute to the overall clinical skills rating. Second, they looked at a comparison of candidate self-ratings and supervisor ratings. The following tables show summaries of candidate scores given by fieldwork supervisors. Table 3 shows the aggregated data for fieldwork assessments for 2008-20011. Figures 1 and 2 in Appendix B show the detail of the subscales and the comparison between candidate and supervisor rating across all of the semesters.

Table 3: Candidate Assessment Data: Fieldwork Evaluations by Supervisor – 2008-2011

	Mean Scores 2008-2009 n = 36	Mean Scores 2009-2010 n = 43	Mean Scores 2010-2011 n=44
Relationship/Attending Skills	4.63	4.71	4.22
Assessment Skills	4.45	4.48	4.06
Professional Skills	4.68	4.69	4.44
School Counseling Skills and Dispositions	4.56	4.50	4.07
Professional Behavior	4.79	4.71	4.46

The pre-practicum evaluation ([Counseling Skills Evaluation Checklist](#)) was updated in Fall 2009 to focus more on candidates' clinical skill development as emphasized by CACREP. Supervisors complete the evaluation on-line.

The summative assessment is the Comprehensive Exam. Candidates take the exam in their last semester in the program. For 2008-2009, the exam consisted of three items: written response to a counseling case scenario; written response to a school counseling case scenario; and a critical thinking/personal reflection essay. The scenarios and prompts were given to candidates in an exam packet and candidates had a week to complete the writings. Faculty completed blind reviews and the items were scored separately using rubrics developed by faculty. Student work was rated on the scale below as "Not Passable," "Competent", or "Exceptional." Appendix C includes the full rubric for the Clinical Instruction case.

0-1	2-3	4-5
<b>Not Passable</b>	<b>Competent</b>	<b>Exceptional</b>

As can be seen above, the program faculty members considered "2-3" as a passing score for the comprehensive exam, as this denotes a "competent" level of performance. Table 6 shows mean scores for 2008-2009.

Table 6: 2008-2009 Comprehensive Examination Exam Mean Scores

COMP Exam	2008-2009 (n = 21)
School Case/Clinical Practice	2.9
Critical Thinking/Personal Reflection	3.4

After reviewing 2009 Comp data, the school counseling faculty met to revamp the comprehensive exam process. They recognized that the exam needed to include a school counseling case as representing "clinical" practice and, therefore replaced the previous "clinical case." Faculty also agreed that the comprehensive examination didn't represent the type of rigor that one would expect in a summative exam. To increase the rigor, they moved the exam due date earlier in the spring semester and created a process to provide candidates with feedback on their written products. Feedback consisted of scoring according to three general categories (pass, verbal remediation, and written remediation) plus written comments. The scale corresponds to these changes. An excellent response is a 3, an acceptable response is a 2 and an unacceptable response is a 1 – which triggers remediation.

1	2	3
<b>Unacceptable</b>	<b>Acceptable</b>	<b>Excellent</b>

Core faculty members examine how candidates perform on each section and they look at how many candidates require remediation. Below are summaries for 2009-2010 and 2010-2011.



### 2009 -2010 Comprehensive Exam (total candidates: 22)

#### Summary

Section	Scores:	3	2	1
Case		7	9	6
Reflection		9	10	2

#### Results

Pass	Verbal Remediation	Written Remediation
22	2	4
22	1	1

### 2010-2011 Comprehensive Exam (total Students 23)

#### Summary

Section	Scores:	3	2	1
Case		7	9	7
Reflection		8	15	0

#### Results

Pass	Verbal Remediation	Written Remediation
23	7	0
23	0	0

In addition to the key assessments discussed above, program effectiveness as it relates to candidate competence is assessed utilizing:

- Course assessments - During and after each course, a candidate is assessed by the instructor on performance and course requirements and assigned a grade
- Practicum evaluation (for clinical instruction) - During practicum and fieldwork/internship, candidates self-assess and are evaluated clinically by their site and faculty supervisors. In addition to providing oral feedback throughout the semester, the on-site supervisors provide written feedback at the end of the semester using the electronic [Intern Assessment Form](#).
- Exit survey of graduating candidates – Exit survey results compiled in the 2008 Biennial Report showed that candidates wanted better communication on several levels in the program. As summarized in the table above, changes were made to improve the curriculum. Faculty decided not to administer the exit survey in 2009-2010 while program changes were being made. A comparison of results for 2008-2009 and 2010-2011 and the impact of the new curriculum is clear. Faculty continue to work on improving communication.

### III. Analysis of Candidate Assessment Data

Candidate assessment data provides information for program improvement and points to the program strengths that we work hard to nurture. Below is a brief description of the assessment process used by school counseling faculty. The analysis that follows addresses the results we found using the assessments listed in Section II.

### Process for Data Analysis

The small program with a manageable number of candidates and a core of three faculty members and the Director of Fieldwork permits analysis of data and the development of responses to data analysis on an ongoing basis. Faculty in School Counseling meet weekly and candidate data analysis is always a part of those meetings. Faculty members are able to make any indicated changes in courses and individual candidate issues immediately. At present they are evaluating the changes they made when they revised the core courses in the program to determine effectiveness.

### Data Analysis

Prior to the start of the semester and early in the term, faculty review applications for admission and interview data to determine which applicants will be accepted to the program. A summary of the [2009-2010 admissions screening data](#) is available by clicking the hyperlink.

As candidates move through the program, CIBA data are examined. The CIBA serves as an effective tool for assessing candidate readiness for practicum. At present, the preparation for practicum yields a very high percentage of successful CIBA completions. Program faculty have added to the feedback given to candidates during the CIBA and have taken more time in meetings to discuss initial counseling skills evidenced within the pre-practicum evaluations (see appendix A).. The Spring 2010 addition of the Fieldwork Readiness assessment before the beginning of the candidate's first fieldwork assignment has increased the frequency of feedback.

Candidates are assessed in two internship placements using a standardized [Fieldwork Intern Assessment](#) that is completed on-line by fieldwork supervisors and by the candidates. As the above Fieldwork evaluation summary shows, candidates are performing very well in the field and are exhibiting the essential skills and dispositions necessary for effective counseling.

At the end of the term, after advisors have scored comprehensive exams, candidate results are reviewed. Individual candidate performance is discussed and, for those who require remediation, faculty determine if the appropriate form of remediation is written or verbal. In either case, the advisor meets with the candidate and develops an individual remediation plan.

### Assessing Candidates on CTC/CACREP Standards

In 2009-2010, faculty decided to discontinue the use of the Mid-Term Review Appointment (MTRA) as an assessment of candidate knowledge of school counseling standards related to comprehensive school counseling program development and program evaluation, parent involvement in schools, and student support programs in general because they determined that it was not yielding direct information of candidates' understanding and abilities. Instead, when faculty revamped the curriculum assessment became integrated into courses that are aligned with CTC and CACREP standards.

The action research component is a major strength of the program in relationship to acquisition of knowledge and skills in both research methods and school counseling program development, accountability, and evaluation and advocacy for the profession. The detailed assessments utilized in the year long action research experience provide candidates with ongoing feedback on skill development in areas that are crucial to the accountability environment of today's public education system and are responsive to the challenges of reforming school counseling policies and practices.

#### **IV. Use of Assessment Reports to Improve Candidate and Program Performance**

In October 2008 the School Counseling specialization had just completed the site visit step in the CACREP application process. We subsequently were granted an 8 year accreditation by CACREP. We were of course pleased that our program met all 300 program standards for the School Counseling Specialization. Nevertheless, we believe in continuous improvement and the analysis of assessment data completed for the CTC Biennial Report has provided good direction for further strengthening our program and the performance of our program's candidates.

##### Areas for Improvement Identified in Fall 2008 Biennial Report

In the Fall 2008 Biennial Report, we identified the following issues needing attention. Below are the issues and what we have done to address them.

- Working with candidates early in the program to gain a clearer understanding of their expectations for graduate study, to communicate with them regarding expectations of both faculty and students, and to develop a more explicitly shared culture of understanding regarding the value of our program and the benefits of being an alumna
  - The program faculty established very specific two-year and three- year course sequences that candidates follow in a cohort. This has increased candidates' understanding of program expectations and has contributed to a more explicitly shared culture of understanding within the specialization. We also made modifications to the mandatory Program Orientation that takes place just before the start of the fall semester each year. For 2010-2011 and 2011-2012, we included a "Program Checklist" that specifically addressed expectations and requirements for graduate study.
- Strengthen the frequency and promptness of feedback to candidates
- Strengthen communication between faculty and candidates regarding candidate needs, concerns, and suggestions
  - Program faculty continue to experiment with a variety of means of communication with candidates, including periodic cohort meetings, a program bulletin board, extensive use of our listserv, 'open door' office hours, and 'meet the director' meetings.
  - We also feel that both the CIBA and Fieldwork Readiness meetings have increased opportunities for faculty/candidate contact and that these required formal meetings are preventative in nature and have helped faculty to create better relationships with candidates outside of classes.
- Increase opportunities outside the classroom for interaction between candidates and faculty
  - With the addition of two new faculty members in the School Counseling program, we have been able to develop more intentional advising for all candidates. Results from the 2010-2011 exit survey indicate increased satisfaction with these areas. The program also has developed an active involvement with intramural sports on campus, with faculty and candidates participating together in volleyball, basketball, softball, and flag football.
- Improve faculty member helpfulness and support of graduates' search for professional employment
  - Given the hard times in education over the past few years, this has become an important area of concern for faculty (and for candidates). Beginning in 2009-2010, the program director and the director of field experience have maintained more intentional communication with graduates regarding their job searches and employment status and

have shared information regularly regarding graduates' efforts to secure professional employment. These efforts expanded in 2010-2011 to include all core faculty in the specialization.

- We have also increased the length of time that we work with candidates post graduation. For instance, graduates may find positions in a counseling related field or temporary position to gain experience. After these experiences, it is not uncommon that the graduate will continue to work closely with faculty members when pursuing job opportunities.
- Course improvements in relationship to career theory and intervention and theories and techniques of group counseling interventions.

The curriculum has been revised significantly since Fall 2008. COUN 510 specifically addresses career theory and interventions. This course has been completely revised, with much more emphasis on career development interventions suitable for a variety of clients in diverse contexts. COUN 525, Group Counseling, has increased its emphasis on theories and techniques of group counseling. (See Appendix B for revised syllabi.)

### Improvement Based on Assessment

School Counseling faculty have been actively improving the program since the 2008 biennial report. First, they developed a mission statement and student learning outcomes. As they were mapping the outcomes to courses, they realized that some courses needed to be revised. They developed an action plan for program improvement based on the priorities that the data indicated:

1. 2009-2010 Enhanced course sequencing and advising, revamped the Comprehensive Exam, updated the CIBA and created the Fieldwork Readiness Assessment meeting.
2. 2010-2011 Articulated the Summative Action Research Project that would take place during the second year of study within candidate's fieldwork placements (first year of action research as summative assessment). Reviewed other institutions' student assistance programs to design a Student Development Plan.
3. 2011-2012 Working on developing a universal online assessment that can be utilized within both coursework and field experiences to more consistently and accurately measure candidate's knowledge, skills and dispositions.

### CIBA and Field Readiness scoring

- Data collection was changed in 2009-2010 to shared files in Google docs. In Fall 2010, Web CT became the mechanism for collecting and maintaining candidate data.
- The current assessment categories need further development. Rubrics would help standardize advisor assessment of candidate readiness.

### AR Project

- Although the action research assessments are detailed in scope, they could be more specifically aligned with the CTC program standards for research.
  - We have examined Action Research rubrics used by other universities and we have are using these models to create our Action Research Rubric for use in Spring 2012.
- Action Research Project Evaluation. During the period that this report covers, candidates conducted their action research projects during the first year of their program. Because this project pulls together many of the clinical, theoretical, and research skills that candidates learn throughout the program, candidates have not performed with the level of sophistication that would be desirable in a project of this scope. School Counseling faculty determined that it would better serve the candidates to have the project be part of the

culminating semester where the integration of learning from all aspects of the program can be demonstrated. As of 2011-2012, candidates' action research projects will become a summative assessment.

## SECTION B: ALL PROGRAMS

There have been changes for the School of Leadership and Education Sciences that have affected all of the credential programs at the University of San Diego. The most important are summarized on the following table:

<b>SOLES changes</b>	
2008-2009	Electronic delivery of teacher candidate and counseling intern evaluations.
2008-2009	Revision of Task Stream DRF for teacher candidate embedded signature assignments
2008-2009	Electronic delivery of teacher candidate and counseling intern evaluations
Spring 2009 Fall 2010	SOLES hosted PACT assessor training for USD and other San Diego area assessors, including some USD supervisors
Summer 2010	SOLES PEU approved to be part of first cohort in NCATE's Transformation Initiative Option
Fall 2009	School Counseling Program hired two tenure-track faculty members
2009-2010	Liberal Studies Program Review
2009-2010	Creation of Liberal Studies Liberal Studies Advisory Council (to replace the TEG) comprised of faculty from SOLES and the College of Arts and Science faculty
2009-2010	Revision of assignments and rubrics for embedded signature assignments in teacher credential programs to better align with PACT
2010-2011	First Administrative Credential Candidates trained as PACT assessors
Spring 2010	Migration of all surveys and evaluations to Qualtrics survey software to increase efficiency of administration, data analysis and program improvement
Spring 2010	Course evaluations moved to electronic format, SurveyDig
Fall 2010	SOLES hosted PACT/TPAC conference

In our 2008 Biennial Report, SOLES identified five areas that all of the SOLES credential programs targeted for improvement during the next two years:

1. The three departments in the School of Leadership and Education Sciences that offer and oversee credential programs have recognized the fact that increased communication among the programs would benefit all of the credential candidates. The programs indicate they plan to develop stronger ties among candidates in different credential programs. We will examine the standards for each credential area to determine common courses, shared experiences and opportunities for collaborative interdisciplinary activities. The Associate Dean will lead monthly meetings of the credential areas to expedite this process; the first meeting will be in November 2008.
  - Since 2008, a great deal of structured collaboration between the school counseling program and the department of teaching and learning has occurred around action research. The annual conference to showcase both programs candidates' action research projects has required close collaboration between faculty and candidates across programs. In addition, Dr. Rowell from the school counseling program, and Dr. Inoue from the department of learning and teaching, have co-taught a combined section of research methods for candidates from both programs. More recently faculty from the administrative services credential have begun collaborating with faculty from the department of learning and teaching for USD's Transformation Initiative (TI), which features mentorship of preliminary multiple and single subject credential candidates by administrative services level one candidates. We have

found these more focused collaborations more useful than monthly meetings and we stopped meeting monthly as a large group after Spring 2009.

2. All areas have started to examine their mechanisms for assessing and documenting candidate learning. Increased effort will be placed on the organization and recording of direct evidence of candidate learning. In addition, the increased dialogue across the programs noted above will provide an opportunity for faculty to share best practices in teaching and assessment.
  - The cross-program activities in action research and the Transformation Initiative feature collaborations around the assessment of candidate learning. In the past three years, the department of learning and teaching has developed and piloted the use of a rigorous action research project rubric to support and critique candidates' projects aimed at documenting increases in candidate learning. The TI collaboration between administrative services and teacher education candidates focuses on improving teacher candidates' lessons and increasing student learning.
3. All SOLES programs will increase dialogue and training for full-time and part-time faculty regarding "ACE" themes and performance indicators associated with the themes.
  - Full and part-time faculty in the department of learning and teaching have been in dialogue regarding the development and assessment of embedded signature assignments derived from objectives linked to "ACE" themes in the multiple and single subject credential courses. More work needs to be done to increase dialogue with the school counseling and administrative services full and part-time faculty.
4. SOLES programs will work to refine the documentation of assessment activities and faculty actions based on assessment data. SOLES Director of Assessment is examining electronic management systems to determine the best way for the school to record its more coordinated program assessment data in a SOLES Director of Assessment is examining electronic management systems to determine the best way for the school to record its program assessment data, analysis, and actions via a centralized system.
  - We have made three important improvements in terms of electronic management of data. First, we have migrated all surveys and evaluations for teacher and school counselor fieldwork to Qualtrics survey software. Survey implementation and data analysis are facilitated by the Office of Assessment Support. Second, we moved our course evaluations to SurveyDig, which is a tool that allows candidates to evaluate courses and instructors through their university email accounts. Third, the Office of Assessment Support adopted the use of Task Stream's Accountability Management System (AMS) system to document program level assessment for non-credential programs.
5. Full time faculty will provide leadership, support and mentorship for part-time faculty. This will include the appointment of lead faculty for each course and the development of standardized syllabi and assessments.
  - The last three years have seen a number of personnel and organization changes in the leadership of credential programs, and because of this, monitoring of the quality of leadership by lead faculty has been spotty. The newly appointed chairs of the department of learning and teaching and the new department of counseling and marital family are committed to supervising this process closely. Under the leadership of Dr. Paula Krist, Assistant Dean of Assessment Support,

standardization of assessments and use of electronic data tracking systems has continued to move forward.

In the next two years The School of Leadership and Education Sciences will focus on the following areas of development across the professional education unit:

1. Development of SOLES Strategic Plan 2012-2017
2. Unit-wide assessment of candidate dispositions.
3. Faculty involvement in the use of TaskStream AMS. Ideally, the Office of Assessment Support will create a faculty team who will be able to work together to assess the assessment plans and results of SOLES programs.
4. Continued enhancement of electronic documentation and assessment of candidate performance. Administrative Services programs have decided to adopt FolioTec to collect candidate artifacts and portfolios electronically beginning in 2011-2012.



**APPENDIX A:  
SCHOOL COUNSELING PROGRAM  
Rubrics and Additional Data**

## FACULTY RUBRIC FOR REFLECTION ESSAY: CLINICAL INSTRUCTION

### NOT PASSABLE

- Questionable assessment of the case.
- Questionable intervention plan for the case with poor plan for setting goals, formulating strategies and moving into action with the client.
- Very little or no evidence of awareness of issues related to human development and career development.
- Very little or no evidence of understanding of utilization of core communication skills in counseling.
- Very little or no evidence of understanding of multicultural counseling as it relates to the particular case being analyzed.
- Very little or no evidence of a theoretical foundation for the candidate's analysis of the case.
- Very little or no evidence of candidate understanding of the potential cultural and ethical/legal issues in the case.
- Very little or no discussion of how the candidate would address any cultural and/or legal/ethical issues in the case.

\_\_ 0-1 \_\_\_\_\_ 2-3 \_\_\_\_\_ 4-5 \_\_

*Not Passable*

**Competent**

**Exceptional**

### COMPETENT

- Competent assessment of the case.
- Competent intervention plan for the case with solid plan for setting goals, formulating strategies and moving into action with the client.
- Evidence of awareness of issues related to human development and career development. Evidence of understanding of utilization of core communication skills in counseling.
- Evidence of solid understanding of multicultural counseling as it relates to the particular case being analyzed.
- Solid evidence of a theoretical foundation for the candidate's analysis of the case, and solid evidence of competent understanding of the selected theory.
- Clear evidence of candidate understanding of the potential cultural and ethical/legal issues in the case, and competent discussion of the issues.

0-1 \_\_\_\_\_ 2-3 \_\_\_\_\_ 4-5 \_\_  
Not Passable *Competent* Exceptional

## EXCEPTIONAL

- Exceptional assessment of the case.
- Exceptional intervention plan for the case with solid plan for setting goals, formulating strategies and moving into action with the client.
- Exceptional discussion of issues related to human development and career development. Exceptional discussion of utilization of core communication skills in counseling.
- Evidence of solid understanding of multicultural counseling as it relates to the particular case being analyzed.
- Solid evidence of a theoretical foundation for the candidate's analysis of the case, and exceptional discussion of utilization of the selected theory.
- Clear evidence of candidate understanding of the potential cultural and ethical/legal issues in the case, and exceptional discussion of the issues.

\_\_0-1\_\_\_\_\_2-3\_\_\_\_\_4-5\_\_

Not Passable

Competent

*Exceptional*

**Table 1: School Counseling Exit Survey Summary 2008-2011****School Counseling Exit Survey Summary 2008 and 2011**

1. To what extent do you agree or disagree with the following statements about program faculty?

#	Question SCALE: Strongly Agree-5 Agree -4 Neutral-3 Disagree-2 Strongly Disagree-1	2008 (n=11)	2011 (n=10)
1	Faculty members prepare carefully for their graduate courses.	3.82	4.20
2	The courses I took were well taught.	4.00	3.90
3	Faculty members were well qualified to teach their courses.	4.36	4.40
4	Faculty members set high expectations for students.	4.09	3.70
5	Faculty members encourage active learning.	4.45	4.40
6	Faculty members respect diverse talents and ways of learning.	4.36	4.10
7	Faculty members develop opportunities for cooperative learning with fellow students.	4.27	3.80
8	Faculty members provide prompt feedback.	2.91	4.10
9	Faculty members were accessible outside of class	4.09	3.90
10	There is good communication between faculty and students regarding student needs, concerns, and suggestions.	4.45	3.50
11	Faculty members in my program are interested in the welfare of graduate students.	4.64	3.80
12	There are many opportunities outside the classroom for interaction between students and faculty.	4.09	4.00
13	Faculty members encourage student-faculty interaction.	4.18	3.90
14	Faculty members care about students' academic success.	4.55	4.20
15	Faculty members in my program are interested in the professional development of graduate students.	Included in #11	4.40
16	Faculty members in my program were supportive in my search for professional employment.	4.09	3.70

2. To what extent do you agree or disagree with the following statements about your principal advisor?

#	Question SCALE: Strongly Agree-5 Agree -4 Neutral-3 Disagree-2 Strongly Disagree-1	2008 (n=11)	2011 (n=10)
1	My advisor was knowledgeable about my degree requirements.	4.64	4.30
2	My advisor was accessible.	4.36	3.60
3	My advisor spent the time necessary to advise me on academic matters.	4.27	3.90
4	My advisor was interested in my goals and projects.	4.64	3.50
5	My advisor discussed my research or projects with me on a regular basis.	4.18	2.70
6	My advisor critiqued my work in ways that helped my work progress.	4.09	3.50

3. To what degree did your Counseling coursework address the following:

#	Question SCALE: Extremely Well-5 Fairly Well -4 Moderately-3 Poorly-2 Not at All-1	2008 (n=11)	2011 (n=10)
1	Development of a professional identity as a counselor.	4.55	4.50
2	Ethical and legal issues and standards of practice as applied to professional counseling and school counseling.	4.36	4.60
3	Knowledge of the lifespan development.	4.09	3.90
4	Use of career theory and interventions in helping clients with career and life planning.	3.82	4.40
5	Understanding of cultural differences and knowledge of counseling techniques and interventions appropriate for diverse clientele.	4.36	4.50
6	Knowledge of counseling theories and techniques appropriate for working with a wide range of concerns and with diverse clients.	4.64	4.40
7	Research – how to identify, analyze and use research findings to inform practice.	4.00	4.40
8	Knowledge of assessment tools and techniques for identifying client concerns and characteristics.	4.45	4.50
9	Use of technological tools in design and delivery of counseling interventions.	4.00	4.50

4. To what degree has your Counseling course work enhanced your ability to:

#	Question SCALE: Extremely Well-5 Fairly Well -4 Moderately-3 Poorly-2 Not at All-1	2008 (n=11)	2011 (n=10)
1	Understand the theories and techniques of individual counseling interventions.	4.27	4.50
2	Understand the theories and techniques of small and large group counseling interventions.	4.00	4.70
3	Design developmentally appropriate counseling interventions.	4.36	4.30
4	Know which models, modalities and/or techniques are most effective for working with a client's presenting problems.	4.09	4.40
5	Use standardized and informal assessments to determine client interests, concerns, abilities, attitudes, personality dimensions.	4.36	4.30
6	Counsel clients from diverse cultural backgrounds (e.g) gender, age, socioeconomic status, race/ethnicity/sexual orientation, religion/spirituality.	4.09	4.70
7	Engage in self-reflective practice.	4.73	4.70
8	Know professional ethics, laws and standards that apply to the practice of counseling.	4.45	4.40
9	Know the existing counseling literature, research and evidence-based practice.	4.36	4.40

5. What is your level of satisfaction with the following elements of your practicum/internship experiences?

#	Question SCALE: Very Satisfied-5 Satisfied -4 Neutral-3 Dissatisfied-2 Very Dissatisfied-1	2008 (n=11)	2011 (n=10)
1	Choice of internship sites.	4.55	4.00
2	Support from faculty and staff during selection of internship sites.	4.64	3.70
3	Level of support from the Director of Field Experiences.	NA	4.60
4	On-site supervision.	4.10	4.20
5	Supervision from practicum instructor, seminar instructor.	4.50	4.80
6	Diversity of clientèle at your sites	4.82	4.80
7	Opportunity to do a full range of counseling-related activities	4.45	4.30

6. To what extent do you agree or disagree with the following statements about the intellectual climate within the program?

#	Question SCALE: Strongly Agree-5 Agree -4 Neutral-3 Disagree-2 Strongly Disagree-1	2008 (n=11)	2011 (n=10)
1	The intellectual climate in the department is stimulating.	4.09	3.90
2	I feel that I am part of a graduate university learning community.	4.09	3.90
3	Students from diverse backgrounds are encouraged to share their knowledge and their experiences.	4.09	4.20
4	The experiences and views of students from diverse backgrounds are valued.	Included in #3	4.50
5	Professional values and ethics are modeled by the program community.	4.18	3.80

7. To what extent do you agree or disagree with the following statements about program-level support and communication?

#	Question SCALE: Strongly Agree-5 Agree -4 Neutral-3 Disagree-2 Strongly Disagree-1	2008 (n=11)	2011 (n=10)
1	I knew who to go to for information and help.	4.27	3.90
2	Information on program requirements was readily available.	4.36	3.90
3	The information I received was consistent.	4.09	3.20
4	When I had a problem, I was satisfied with the help I received in solving it.	4.20	3.90
5	Administrative staff members were available and helpful.	4.18	4.40
6	Courses listed in the catalog are offered frequently enough for timely completion of the degree requirements.	3.90	4.60

8. To what extent do you agree or disagree with the following statements about university support services?

#	Question SCALE: Strongly Agree-5 Agree -4 Neutral-3 Disagree-2 Strongly Disagree-1	2008 (n=11)	2011 (n=10)
1	Technology services were satisfactory.	4.18	4.50
2	Library services met my course and research needs.	4.36	4.50
3	I was aware of the availability of career services.	4.27	4.10
4	I utilized career services.	4.45	3.67
5	Student organization functions were appropriate for needs.	4.27	4.00

9. To what extent do you agree or disagree with the following statements regarding overall satisfaction with the program?

#	Question SCALE: Very Satisfied-5 Satisfied -4 Neutral-3 Dissatisfied-2 Very Dissatisfied-1	2008 (n=11)	2011 (n=10)
1	My education experience fulfilled my expectations.	4.18	3.67
2	I believe that my program provided me with a good preparation for my career.	4.36	4.30
3	The investment I made in the program compares favorably with the quality of the experience.	3.82	3.90
4	I would recommend this program to prospective students.	4.09	3.70



**APPENDIX B**  
**Syllabi from Courses Changed based on data**

# **Counseling 510: CAREER DEVELOPMENT ACROSS THE LIFESPAN**

**Fall 2011**

**Dr. Ian Martin**

**Room: Mother Rosalie Hill Hall 135**

**Time: 4-6:50 Phone number: (619) 260-7612 cell (619) 456-5284**

**E-mail: imartin@sandiego.edu**

**Office Hours: MRH 215E TWTh 12-2 or by appointment**

**School of Leadership & Education Sciences  
University of San Diego**

## **Description**

Counseling 510 introduces theories and methods for providing career counseling, programs, services and resources to various school and community settings. Participants will learn about and reflect upon the role of work throughout the ages and how work is a central theme within the lives of many people. The course provides opportunities for participants to discuss and integrate modern career counseling theories into their future practices. Participants will engage in both group and individual projects to learn how to use career counseling theories, career counseling assessments, respond effectively to career counseling cases, and locate and design career counseling interventions and activities.

Counseling 510 is based on updated standards for counseling programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This course prepares participants in knowledge areas tested in the Career Development section of the National Counselors Examination (NCE).

## **SOLES Vision and Mission**

We believe that education for human service must have as its foundation a vision of enhancing human dignity and the quality of life. To do so, human service professionals must focus on moral perspectives in their professional and community lives. The faculty and staff of the School of Leadership and Education Sciences seek to impart this vision to our students.

Our mission supports this vision in three important respects:

- It is our responsibility to prepare students with the professional knowledge, skills, and ethical perspectives they will need for effective leadership and practice in a diverse society.
- We seek to become, and encourage our students to become, life-long learners engaged in scholarly inquiry, research, and professional development.
- We value professional and community service and encourage such service by our students.

To implement our mission, the faculty enriches all programs and course offerings with the values, concepts, and themes that we believe will help students become ethical, civic-minded and committed leaders in their chosen fields.

## Objectives

Counseling Program Learning Objectives:

- Counseling graduates will establish helping relationships with diverse clients.
- Counseling graduates will use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations
- Counseling graduates will use theories and models to guide their professional practice
- Counseling graduates will abide by relevant ethics, laws and standards of professional practice
- Counseling graduates will advocate for clients and for their profession
- Counseling graduates will incorporate the use of technology into their practice
- Counseling graduates will experience and understand counseling practices worldwide

Participants will meet these objectives, addressed in 2009 by CACREP II, K, section 4, items a – i.

Career Development – studies that provide an understanding of career development and related life factors, including, but not limited to, the following -

- a. career development theories and decision-making models;
  - b. career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems and other electronic career information systems;
  - c. career development program planning, organization, implementation, administration and evaluation;
  - d. interrelationships among and between work, family, and other life roles and factors, including the role of diversity and gender in career development;
  - e. career and educational planning, placement, follow-up and evaluation;
  - f. assessment instruments and techniques that are relevant to career planning and decision making;
  - g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate worldwide web sites;
  - h. career counseling processes, techniques and resources, including those applicable to specific populations;
  - i. Ethical and legal considerations.
- Learn history, theories, methods, models and perspectives of career development. (CACREP II, K4a)
  - Identify strategies for successful career advising in school, community and business settings. (CACREP II, K4b, K4c, K4e)
  - Access updated sources of occupational information. (CACREP II, K4b, K4g)
  - Understand contemporary career issues – such as downsizing, recruitment, retention, leadership, creativity, balance, spirituality, dual-career relationships, school-to-career transition, alternative work arrangements, welfare-to-work initiatives, outplacement and retirement. (CACREP II, K4d, K4i)

### Text (Required)

Swanson, J.L., and Fouad, N.A (2009). *Career Theory and Practice: Learning through case studies, 2nd Edition*, Thousand Oaks, CA: Sage publications.

(Selected Chapters)

Blustein, D. (2006). *The Psychology of Working: A new perspective for career development, counseling and Public policy*. Mahwah, NJ: Lawrence Erlbaum Publishers.

\*\*Blustein and additional course readings will be provided by the instructor

## Schedule

Sept 1	Course Introduction, Goals and Objectives, Syllabus Review, Extended Family Genogram
Sept 8	Blustein Ch. 2, Review, Discussion, Group Work, <b>Work Through the Ages Assignment Due</b>
Sept 15	Blustein Ch. 6, Career Counseling Research, Activity, Resource Review
Sept 22	Fouad Ch. 1 Review, Work on Research Brief
Sept 29	Career Research Brief Abstracts, <b>Research Brief Due</b>
Oct 6	Swanson and Fouad Ch. 6 Review: Holland Codes & Implications, Experiment working with Holland Codes, <b>Quiz</b>
Oct 13	Swanson and Fouad Ch. 7 Review: Work Adjustment, Interventions & Cases, Career Themes and Values Activity, <b>Quiz</b>
Oct 20	Swanson & Fouad Ch. 8 Review: Super, Life Span, Life Space & Movie, Life Role Analysis Activity, <b>Quiz</b>
Oct 27	Guest Speaker: Dr. Adam Jeffers, SDSU Career Counselor
Nov 3	Swanson & Fouad Ch. 10 Review: Social Cognitive Theory, Bandura - Goal Setting & Motivation, Goal Setting Activity, <b>Quiz</b>
Nov 10	Morita Career Counseling, Yin and Yan activity. <b>Quiz</b>
Nov 17	Blustein Ch. 8, Theory Integration
Dec 1	Ethics Presentation, CCA Work Day
Dec 8	Last day, <b>CCA Poster Presentations Due</b>

## Assignments

### Work Through the Ages (50 points)

Map your family journey through the historical benchmarks outlined within Blustein (Ch.2). What kind of work did your Great Grandparents, Grandparents, Parents and/or other influential people in your life do? What attitudes and beliefs regarding the world of work were communicated to you? What lessons did you take away from their experiences and how have they shaped your current career outlook? This paper should be reflective and/or narrative in style. This paper should not exceed three pages. If you wish to use resources beyond Blustein, appropriate APA citations should be applied.

### Career Research Brief (50 points)

This assignment includes identifying a study of interest from a recognized career counseling or development journal and then completing a research brief. The research brief format is very straightforward and provides an in-depth analysis of a single study. The assignment consists of the following:

1. APA Citation
2. Topic and your selection criteria (Why was this research interesting to you?)
3. What happened? Who participated? What methods did they use?
4. Did you understand the methods? Was it readable?
5. Was the evidence convincing? Were there limitations or events that challenged its legitimacy?
6. Is this research usable? How might it inform your current or future practice?
7. 2-4 pages

## **Five multiple-choice Theory Quizzes will be given throughout the course (50 points)**

### **Ethics Group Presentation (50 points)**

The Ethics Group Presentations will be completed in-class. Groups will be assigned and given time to work on their presentations for later in the same class period.

### **Comprehensive Career Assessment Poster Presentation (100 points)**

The Comprehensive Career Assessment (CCA) can be considered the summative assignment for the course and consists of:

1. *Comprehensive Career Assessment Activities*- In this assignment you will conduct several career counseling activities with a willing volunteer. Explicit instruction and resources for these activities will be provided in class. **\*\*Please note:** the process is much more meaningful if you conduct these activities with someone that is not a close friend or partner.
2. *Reflection*- This assignment also requires thoughtful reflection regarding insights and experiences throughout the CCA activities. Great attention should be paid to your personal performance in relation to the building of a positive 'working alliance.' You can either include a 'reflection section' on your poster or integrate your reflection into the verbal presentation.
3. *Theoretical Analysis*- Finally, the assignment involves connecting the CCA to relevant career counseling theory. The purpose of this analysis is to demonstrate a working knowledge of the theories and should describe which theory (s) would best inform the direction of career counseling in the case (knowing that you cannot continue to work the volunteer outside of the course, unless properly supervised).
4. *Poster Presentation*- Finally, you will prepare a poster that represents your CCA work to the class and instructor.

### **Course Overview**

Attendance & Participation	100 points
WTA Personal Reflection	50 points
CR Brief Paper	50 points
Quizzes	50 points
Ethics Group Presentation	50 points
Comprehensive Career Assessment	100 points
<hr/>	
Possible total	400 points

### **Course Policies and Procedures**

Attendance and participation at all class meetings is required. Special situations need to be arranged with the instructor. Each unexcused absence will result in the deduction of 15 participation points. Each noticeable tardy will result in the deduction of 5 participation points.

**Participation:** Quality participation is based on the instructor's assessment of students' active involvement (i.e., maturity, motivation, and contributions to a healthy learning environment) in all class components (i.e., discussions, group work and training). These areas are evaluated and points awarded at the instructor's discretion.

**Due Dates:** Please note the due dates. All assignments are to be turned in at the beginning of class on the day they are due. Late assignments will be penalized 3% of the grade for the assignment per day the assignment is late. Problems with meeting deadlines should be discussed with the instructor.

**Grading Scale (percentage) is as follows:**

100-93 = A	82-80 = B-	Below 70 = F
92-90 = A-	79-77 = C+	
89-87 = B+	76-73 = C	
86-83 = B	72-70 = C-	

**Statement on Plagiarism**

Students are responsible for knowing what plagiarism is and avoiding it. Students who commit plagiarism are subject to penalties that may include suspension or expulsion from the university. Plagiarism occurs when individuals present the words and/or ideas of others as if they are their own. To avoid plagiarism, you must give credit to your source whenever you use:

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- a paraphrase of another person's spoken or written words.

If you wish more information on what plagiarism is and how to avoid it please see <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> . (The bulleted material above is from this website.)

**Requests for Accommodation:** Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified

**SOLES On-line Course Evaluation**

Student evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

# COUN 525-Group Dynamics

## Summer 2011

Instructor: Dr. Heather Dierolf  
OFFICE: Springall Academy  
CELL PHONE: 858-254-6887    WORK 619-460-5090 ext 104  
EMAIL: hdierolf@sandiego.edu

**CLASS SESSION:** Monday-Wednesday, 7:00-9:50

**OFFICE HOURS:** By Appointment

**MESSAGES AND APPOINTMENTS:** Any issues needing immediate attention during the day, call me at Springall; if after hours (after 3:30) call me on my cell number. For general messages and issues, email me.

**Course Description and Methods of Instruction.** In COUN 525, Students utilize didactic and experiential learning to examine group dynamics in a variety of work and other social settings. Students develop knowledge and skills in counseling group leadership, facilitation as well as group presentations. Please visit the Counseling Program website for a detailed description of the Program's 10 Learning Outcomes. The outcomes are also described in your Student Handbook.

**Course Goal:** Provide both theoretical and experiential understandings of group purpose, developmental dynamics, theories, methods, skills, and other group approaches in a multicultural society. CACREP Section II.G.6 (2009)

**Course Objectives.** Course objectives in a counselor training program seek to answer two questions: (a) what should the counselor candidate be able to do? (b) Under what conditions should the performance occur? For COUN 525, four objectives are included.

Through written assignments, in-class experiential learning activities, and discussion, candidates will:

1. Demonstrate an understanding of principles of group dynamics; including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work. (CACREP 2009: Section II, G.6.a)
2. Engage in and demonstrate initial understanding of basic skills in the area of structuring and managing an effective group session with individual and cultural sensitivity.
3. Demonstrate an initial understanding of assessing dysfunctional elements of human experience such as mind-sets, internal behaviors, ways of acting, discrepancies between thinking/saying and acting, and the impact of others' behavior and attitudes on the group as a whole.
4. Demonstrate an initial understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation and effectiveness. (CACREP 2009: Section II, G.6.d)

Students are responsible for seeking clarification of any aspects of the course goals and objectives that they are not clear about. The instructor will address your questions as fully as possible. Students also are encouraged to ask questions regarding any aspect of the course.

**Note on experiential learning:**

This course is largely based on active participation in experiential group training. In experiential group training we learn about group processes by examining our own group's dynamics as they develop in real time. The focus of the learning is on developing group members' understanding of the group-level processes and of their own behavior in groups. The group's objective is for members to learn about themselves in a group environment. The group member's task is to learn about who she or he is within the group. This is best accomplished through interaction with other group members where they give and receive feedback about relationships and perceptions within the group.

The process of experiential group training does involve some risk taking. Participants are challenged to step outside of their comfort zones and to understand themselves at deeper levels, thus opening themselves to an opportunity for growth. Participants may experience mild to moderate anxiety associated with self-disclosure, especially when the process is working, as it should. Participants may also experience a pull toward "play it safe" behavior, negativism within the group if the group is not being productive, and discomfort at handling negative feedback from group members. These are all natural, normal reactions that group participants may encounter. Discussing these, as they arise in the here and now of the group process, is strongly recommended. The primary theory for this practice utilized by the professor is Group Relations Theory. Additional reading in this area is listed in the "additional readings" section of this syllabus.

**Note on Adjunct Experience in Individual and/or Group Counseling or Psychotherapy.** The USD Counseling Program requires candidates for the master's degree in counseling to have experience as recipients of counseling or therapy. We believe that those intending to become counselors and therapists have an ethical and professional responsibility to experience counseling or therapy before they practice it with others. The USD Program requires that students complete 25 hours of personal counseling prior to enrolling in the Counseling Practicum (COUN 588). The experience of being helped with one's intrapersonal and/or interpersonal conflicts and struggles by a caring, skilled and knowledgeable professional counselor or psychotherapist can be a growth-promoting and life-enhancing experience.

**Course Requirements and Evaluation Procedures.** The course involves a variety of assignments. Students are urged to carefully review the assignments and grading policies in preparation for a discussion during the second meeting of the class.



**Grading.** Grades are based on performance in relationship to the above course requirements. The following points are used to determine the final course grade:

Assignment	Points		Grading Scale	
13 days of Attendance	130		A	375-390
10 hours Group Participation	50		A-	354-374
Community Reference Sheet	25		B+	346-353
Group Facilitation and Paper	50		B	340-345
2 Peer Assessments	25		B-	330-339
1 Self Assessment	10		C+	320-329
Group Proposal/Research Paper	100		C	310-319
			C-	300-309
Total Possible Points	390		D	299

In general, the grading policy for the course follows some simple distinctions. A grade of A is reserved for coursework of **exceptional quality** that **exceeds** the high standards expected of masters students. Students must attend 100% of the class sessions held by the Professor to earn the grade of A. A grade of B is reserved for coursework that reflects the high standards of graduate coursework in counseling. A grade of C, or lower, is reserved for coursework that is not of sufficient quality for master's level. Students that miss any one of the assignments will earn no higher than the letter grade of C.

**Grade of Incomplete:**

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the “I” grade will become a permanent “F.” In keeping with university policies, an Incomplete will be assigned only under extraordinary circumstances such as serious illness, death in the family, or significant change in job and/or family responsibilities. An Incomplete will not be assigned for late assignments at the end of the session.

**Requests for Accommodation:**

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified.

**Academic Dishonesty Policy:**

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing “ghost-written” papers, and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, have the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

**Course Requirements.** What follows are descriptions of the core requirements of the course. For some of the items, additional handouts will provide students with fuller descriptions and assignment prompts, including grading criteria for these assignments.

**1. Attendance (130 points)**

Class attendance is very important. You are expected to attend all scheduled classes. A total of ten points per class may be earned. In order to earn the grade of A, you must attend all class sessions. Missing two class sessions will result in a grade no higher than a C. If you are absent for any reason, you must communicate this with the Professor as soon as you know you will be absent.

**2. Participation (100 points)**

Quality of participation is evaluated based on the instructor's assessment of the student's active involvement in class exercises and discussions. A professional counseling disposition must be consistently evidenced in relationship to all course activities, exercises, and assignments. As noted above, COUN 525 is an experiential course, your participation is key to help the group learn.

Participation includes direct experience in which students participate as group members in a small group activity for a minimum of 10 clock hours over the course of one academic term (CACREP 2009: Section II, G. 6.e) A total of 10 points per hour of group participation may be earned when demonstrating consistent and engaged participation.

**3. Assigned Readings**

Readings should be completed prior to coming to class so that students can effectively participate in class discussion.

**4. Self & Peer Assessments (30 points)**

The course requires self and peer assessments. These assessments are used as a form of feedback. In counselor training, feedback has three purposes: to identify discrepancies in what a candidate thought she or he was doing in an interaction and how others experienced her or his efforts, to offer support and reinforcement in skill development, and to modify counselor's behavior that is not in keeping with best practices in the field. In COUN 525 we utilize self and peer assessment forms to provide feedback. In general, we will observe the following guidelines for giving feedback:

1. Describe observations – don't evaluate.
2. Be specific -- not general.
3. Consider feedback appropriateness - Whose needs are being met?
4. Consider the usability of the feedback - Can the helper behavior be changed?
5. Consider the accuracy of the feedback. Allow for the possibility that your feedback may be off-target. Explore if this may be the case and why.

Self Assessment (10 points) 2 Peer-Assessments (20 points)

**5. Community Group Reference Sheet (25 points)**

This assignment is the creation of three-one page Reference sheets describing three different counseling/therapy groups offered in the San Diego Area. Include at least: Counselor or agency reference, contact information, target population, group locations (time and place if available), details regarding group purpose, brief description, theoretical orientation, and cost to participate. Include any other relevant information. Group reference can be a counseling group, process group, or psycho-educational group. Bring copies to be shared with all class

members and Instructor. Points earned will be based on thoroughness and relevance of reference.

#### **6. Group Facilitation and Written Paper (50 points)**

Each student will facilitate (with a partner) one 50-minute group during our regular class session. Group can be psycho-educational, theme/content based or a process group. One three page paper is due at the start of the group session that you are leading.

Expectations of Paper: (APA Style)

##### **Part one: Introduction**

Discussion regarding the counselor's leadership or facilitation style

- How will you exercise leadership or facilitate the group?
- What is your natural style?
- How will you translate your skills as a counselor for individuals to being a counselor for groups?
- How will your theoretical background influence how you take up your leadership?

**Part two:** Group plan/lesson plan. Students are encouraged (but not required) to email the group plan to the Instructor prior to the assigned date for feedback.

- Suggested format can be found in our Text.**

##### **Part three: Conclusion**

- Discussion about expectations of self
- What do you expect from your partner
- What do you expect from the group members regarding role, behaviors, assumptions, attitudes, etc.

(CACREP 2009: Section II. G.6.b)

Each student must write his or her own paper. However, because you are facilitating the same group and following the same group plan, part two of both papers may be the same.

**\*Each week there will be 2 group facilitators, 10 group members and 3 observers.**

#### **7. Group Proposal/Research Paper (100 pts)**

Each candidate will submit a proposal for conducting a group appropriate for delivery in their anticipated (or current) work setting. The group can be a process or content group, although for purposes of this assignment most candidates likely will select a content group. The papers will vary in length, depending on the type of group and the specifics of the session outlines, but students should plan on a minimum of 20 pages for this assignment. Choose something you are truly interested in and can honestly foresee using during your fieldwork or future career. Your paper should include the following sections:

Introduction: Include an overview of your proposed group and the rationale for selecting such a group with your population. The overview should introduce the type of group you propose to create and briefly summarize the case for offering such a group in the setting you have selected. In making the case for this group, candidates should be sure to provide a compelling reason or reasons why such a group might be helpful for the population being served in the setting selected.

Theoretical Orientation: Discuss the theoretical orientation of that will inform your group sessions. This section may include discussion of theory, model, use of theory/model in-group work, and pros/cons of using the particular model.

(CACREP 2009: Section II. G. 6.c)

Literature Review: Complete a literature review to support your rationale for utilizing group work with your selected population. Suggested research areas are those related to your population such as the needs of your population and the content of your group sessions, and the needs. You are making a case for how and why group counseling would meet the needs of your population. The research should support a rationale for conducting your group. It is strongly recommended that candidates carefully read a literature review in a refereed journal article examining research on a group counseling intervention. For example, a group proposal on a group for female juvenile delinquents currently in juvenile hall might include research including case studies of female teens in jail, successful counseling with this population, recidivism of teenage offenders, influence of culture on female offenders, and/or statistics of teens in jail. Include no less than six journal articles no more than five years old in this Literature Review.

Technical Components of Group Outline the specific operation of the group and support your choices with literature. Refer to your text for points to include in this section. The following information must be addressed.

- Purpose and goals of the group
- Eligibility criteria, recruitment strategies, and screening techniques
- Length of group sessions, frequency of meetings, and duration of group (i.e. number of weeks or meetings)
- Appropriate leadership style and roles
- Appropriate group norms, process, and procedures
- Ethical considerations
- Evaluation criteria

Group Session Outline with Activities Provide a **comprehensive** outline detailing each group session (a minimum of 5 sessions is required). For each group session include session objectives, topics to be covered, key questions to be asked in discussions and debriefings, activities to be utilized including specific instructions, instructions for icebreakers and any other handouts you will utilize. It is not acceptable for you to simply say “process discussion” for the bulk of your group sessions. While I realize this is a critical element of groups, the purpose of this paper is to give you the opportunity to create a more structured type of group.

Often students ask about borrowing group activities from other sources. Students may borrow activities if they are well cited in the group sessions. However, students may not simply copy five lessons from a published group counseling book or lesson plan book. The assignment is to design your own group counseling sessions based on your area of interest, theoretical orientation and natural style.

For this assignment, students must cite at least 9 references besides the text and any class readings. Secondary sources are acceptable, but not desirable. Sources must be original research-based journal articles no more than five years old. References must be listed on a separate reference page following APA style. Online resources are acceptable but only 2 may be counted toward your 9 references. Please use due diligence to insure the information you are gathering from online sources is both ethical and empirically sound. If you use blog or opinion-based sites, please clearly state this within the body of your paper when referencing these sites.

**\*Paper must be in APA Style.** Papers with errors in this area will be marked down 10 points, meaning if you do not use APA Style the highest grade you can earn is a 90. Use the APA Manual, APA online resources or your peers to be sure you are using APA Style.

Other assignments may be given during the class to meet training needs. The instructions will be provided at that time.

**Required Text:**

Jacobs, Ed., Masson, Robert, & Harvill, Riley. (2011). *Group counseling: Strategies and skills*. (Sixth Edition). CA: Brooks/Cole.

**Additional References.** The instructor will make reference to numerous other sources for knowledge. A list of the core references is included below.

Colman, A. & Geller, M. (Eds). (1985). *Group Relations Reader 2*. A. K. Rice Institute for the study of social systems. Jupiter, Florida.

Colman, A. & Bexton, W. (Eds). 1975. *Group Relations Reader 1*. A. K. Rice Institute for the study of social systems. Jupiter, Florida.

Fraher, Amy. (2004). *A History of group study and psychodynamic organizations*. London. Free Association Books.

Gillette, J. & McCollom, M. (Eds). (1990). *Groups in context: A New perspective on group dynamics*. New York: University Press of America.

Hayden, C. & Molenkamp, R. (2002). *Tavistock Primer II*. A. K. Rice Institute for the study of social systems. Jupiter, Florida.

<b>Session</b>	<b>Readings Due on date listed</b>	<b>Assignments and Due Dates</b>
<b>Session 1</b> Monday July 25	Chapter 1-Introduction Class expectations, agreements, and assignments	Dr. Dierolf-Group Presentation
<b>Session 2</b> Tuesday July 26	Chapter 16-Dealing with Problem Situations Chapter 17-Working with specific populations Chapter 18-Issues in Group Counseling	Group Share: Dr. Dierolf-Group Presentation
<b>Session 3</b> Wednesday July 27	Chapter 13-Using Coun. Theories in Groups Topic & theory for Group Proposal Paper.	Group Share: Email your topic and theory choice to Dr. Dierolf by Thursday at 5:00 pm.

<b>Session 4</b> Monday August 1	Chapter 2-Stages of Groups, Group Process, and Therapeutic Forces  Group Facilitation Preparation/Research	Group Share:  Group Share: Dr. Dierolf-Group Presentation
<b>Session 5</b> Tuesday August 2	Chapter 3-Purpose of Groups Chapter 4-Planning	Group Share:  Group Share:  Group Leaders :
<b>Session 6</b> Wednesday August 3	Chapter 5-Getting Started: The Beginning stage and Beginning Phase	Group Share:  Group Leaders

<b>Session 7</b> Monday August 8	Chapter 6: Basic Skills for Group Leaders	Group Share:  Group Leaders
<b>Session 8</b> Tuesday August 9	Chapter 7-Focus  Half-way Point-What do we know and how do we know it?	Group Share:  Group Leaders
<b>Session 9</b> Wednesday August 10	Chapter 8-Cutting Off and Drawing Out Chapter 9-Rounds and Dyads	Group Share:  Group Leaders:

<b>Session 10</b> Monday August 15	Chapter 10-Exercises Chapter 11-Intro. Conducting & Processing Ex.	Group Share: Group Leaders
<b>Session 11</b> Tuesday August 16	Chapter 12-Leading the Middle stage of a Group Chapter 14-Couns & Therapy in Groups	Group Share: Group Leaders
<b>Session 12</b> Wednesday August 17	Chapter 15-Closing a Session or Group Egan vs. Jacobs, Mason & Harvill	Group Share: Group Leaders:
<b>Session 13</b> Thursday August 18	No Readings Due Group Proposal/Research Paper Due	