College of Education
Counseling and Educational Psychology Department

COU 820 Assessments SLO

Group Counseling Group Manual Grading Rubric

Group Counseling Reflection Paper Rubric
The following description of the assignment is taken directly from the syllabus. Points will be awarded for successfully meeting each element of the assignment as outlined below.

**Group Manual** – This assignment is worth thirty (30) points or 30% of your grade for this course. It must be turned in on the due date listed in the syllabus course outline.

Your assignment is to create a group manual that demonstrates your understanding and integration of the material covered in this class. You should cite references from the text and a minimum of three (3) additional professional scholarly peer-reviewed journal articles that address your specific group. The final product should (1) clearly reflect what you have learned throughout the semester and (2) provide a working manual for a counselor who is interested in facilitating the type of group you propose. This paper should clearly reflect your identification as a clinical mental health or a school counselor. This paper should include the following components:

1. Identify a purpose and a population for your group, identify the type of group;
2. Discuss your style of group leadership and how your perceive your role in the group;
3. Summarize the findings of at least three journal sources that address concerns/ideas for your type of group;
4. Describe how you will recruit group members and attend to the screening process;
5. Discuss how you will address confidentiality and client rights and responsibilities and provide a professional disclosure statement;
6. Present an organizational framework of your group: how many sessions; what, specifically and in detail, will be covered during each meeting; what types of exercises, if any, will be used;
7. Discuss the stages of group development and indicate what you might expect in terms of developmental issues during the course of your group. Provide suggestions for facilitating group development;
8. Indicate your method for maintaining group records and assessing the progress of your group;
9. Discuss how and when you will deal with termination;
10. Address how you will attend to multicultural/diversity issues that demonstrate you are advocating for clients or students to improve their conditions or break down barriers that might impede their success.
11. Explain how you will consult and collaborate with either the community to build alliances and resources with other clinical agencies or the school to promote teamwork and involve school staff, parents, and community member to promote the academic, career, and/or personal/social development of students.

**** You should closely follow APA writing style in completing this paper, especially as it relates to citations and references. If your citations and reference list do not adhere to
APA style, you will lose points. In addition to the content of the manual, you will be graded on clarity, punctuation, grammar, and overall appearance of the manual. Papers must be typed in Times New Roman 12 point font and double spaced. You may wish to include creative examples of flyers or brochures that could be used for group recruitment purposes. This can be a fun assignment. Pick a group that you would really like to facilitate and make a manual that you are proud of. It is your chance to shine and create a professional quality group manual that you can use in the future.

**** This course will be infused with multicultural awareness and sensitivity and by the end of the course you will be expected to know about multicultural competence and display developmentally appropriate multicultural competence.

Point Distribution (The points awarded for each item will be circled):

5 points possible for demonstrating an understanding of the knowledge related to the specific type of group being discussed based on the text and three scholarly journal articles:

5 points: makes excellent use text and 3 articles including specific citations
4 points: makes good use of text and three articles including specific citations
3 points: makes general references to text and 3 articles but does not use citations
2 points: appropriately uses text and 2 articles and/or does not include citations
1 point: minimally meets requirement
0 point: fails to meet this requirement

3 points possible for creating a well organized and user friendly manual that provides all the relevant information needed to facilitate the potential group and uses appropriate APA style citations for references:

3 points: outstanding job, professional quality manual
2 points: manual is usable but lacking in visual appearance, organization, or APA style
1 point: key information is missing and/or manual is poorly organized
0 point: fails to meet this requirement

2 points possible for clearly identifying a purpose, population, and group type that demonstrates an application of knowledge:

2 points: nice job addressing all three elements
1 point: adequately addresses less than three elements
0 point: fails to meet this requirement

2 points possible for discussing the skills and practices related to preferred leadership style:

2 points: thoroughly demonstrates how leadership skills will be utilized
1 point: minimally demonstrates how leadership skills will be utilized
0 point: fails to meet this requirement

**2 points possible** for providing a knowledgeable application of the skills and practices related to member recruitment and screening:

2 points: thoroughly demonstrates how recruitment/screening will be practiced
1 point: minimally demonstrates how recruitment/screening will be practiced
0 point: fails to meet this requirement

**2 points possible** for demonstrating a knowledgeable application of the practices related to limits of confidentiality and professional disclosure:

2 points: demonstrates the practical application of confidentiality requirements
1 point: minimally demonstrates the practical application of confidentiality requirements
0 point: fails to meet this requirement

**2 points possible** for providing a clear organizational framework broken down by session that includes appropriate practices related to relevant group activities:

2 points: provides meaningful practical information for structuring group sessions
1 point: provides minimal practical information for structuring group sessions
0 point: fails to meet this requirement

**2 points possible** for clearly using knowledge about group development to attend to the practical application of group structure and organization:

2 points: provides meaningful practical information about group development
1 point: provides minimal practical information about group development
0 point: fails to meet this requirement

**2 points possible** for planning related to the practice of record keeping:

2 points: provides meaningful practical information about record keeping
1 point: provides minimal practical information about record keeping
0 point: fails to meet this requirement

**2 points possible** for addressing practices and skills related to termination:

2 points: provides meaningful practical information about termination
1 point: provides minimal practical information about termination
0 point: fails to meet this requirement

**2 points possible** for addressing issues related to multicultural sensitivity:

2 points: addresses multicultural sensitivity in depth
1 point: addresses multicultural sensitivity in a minimal manner
0 point: fails to meet this requirement

**4 points possible** for demonstrating collaboration and consultation involving community members such as other agencies, practitioners, or resources OR school affiliates such as staff, parents, teachers, and the community in the design of your group.

4 points: demonstrates a comprehensive and cohesive plan for involving multiple members appropriate to a clinical mental health or school counseling setting
3 points: demonstrates a plan that includes some additional community or members of the school such as staff, parents, teachers; however, the plan is not as comprehensive and cohesive as could be
2 points: makes some effort to include community contacts and resources or school affiliates but does so in an unorganized or non-comprehensive fashion
1 point: addresses consultation and collaboration with appropriate affiliates in a minimal manner
0 point: fails to address consultation and collaboration

Total score ________ points/30 possible points

Comments:
COU 820 – Group Counseling Reflection Paper Grading Rubric
Student: 
Date: 

Reflection Papers – Three reflection papers (10 points each) will comprise 30 points or 30% of your final grade for this course. Papers are due on the dates listed in the Course Outline. These papers should be typed in Times New Roman 12 point font and double spaced. The papers should be 5 pages in length including a title page plus four pages of thoughtful reflection. You should address your thoughts about what you are learning about group work based on the readings and discussions AND you should also include your reflections on the process of participating in the experiential component of the class as both a group member and a group leader. Please do not mention any of your fellow students by name in your papers.

Student has turned the paper in on the due date and has followed the formatting requirements addressed in the assignment description above (taken directly from the syllabus).
1 point (met requirements) ______ 0 point (has not met requirements) _____

Student has offered thoughtful reflection on key points from each set of assigned readings and corresponding class discussions that demonstrates an understanding of the knowledge base of key concepts related to group counseling.
Up to 4 points (offers clearly articulated and meaningful insights on several key ideas that demonstrates a knowledgeable understanding) ______
Up to 2 points (offers less meaningful discussion of several key ideas or does not discuss enough ideas to demonstrate minimal knowledge) ______
0-1 point (offers interpretations of key points that are incorrect and/or fails to address a sufficient number of ideas) ______

Student offers thoughtful reflection on the experiential portion of the class that addresses personal experience of being a group member, being a group leader, and a process observer that reflects a sound understanding of the skills and practices related to group counseling.
Up to 5 points (offers thoughtful reflections that address the three roles noted above) ______
Up to 3 points (offers less thoughtful reflection and/or only addresses two roles) ______
0 point (does not offer sufficient reflection and fails to address multiple roles) ______
Comments/Suggestions: