



## Counseling Program

Signature Assignment for COUN 638

Session Notes

### Student Learning Outcome(s) Assessed:

SLO #5: Proficiently facilitate the group process.

### Description of the Signature Assignment

Candidates lead/facilitate a mock group therapy session with their peers, utilizing ethical and legal guidelines as well as relevant information from texts.

### Directions for Students

Name:

Date of session:

#### Session Preparation Notes

Each co-leader will submit a copy of their preparation notes to the professor BY MIDNIGHT the day **before** beginning the group session via email. Below are some guidelines of areas you should cover in your session preparation notes and post session conceptualizations. Both should be written in narrative form (using the numbered outline) and **please reprint the questions you are given above your answers**. (32 points for each set of Session Preparation Notes and Conceptualizations for a total of 64 points). Although your first practice session of group is ungraded, you do need to submit session prep notes before leading and conceptualization notes following your practice session for feedback and to make sure you are on the right track). **Please put your name and the date of the session on your notes.**

1. Process goals/objectives for the session
2. Practice goals for your individual leadership skill development
3. Practice goals for your co-leadership relationship.
4. Topics to be covered.
5. Activities to be used (include your rationale and how it reflects your objectives; please give a copy of any activity you intend to use to the instructor along with these notes)
6. Process questions for each activity and session processing.
7. Behavioral outcomes (how will you know you have achieved your purposes or objectives)

### Session Conceptualization Guidelines

Post session observations will be written according to guidelines below. Conceptualizations will be written in narrative form and turned in on the first class meeting following your group leader experiences (or via email any time before). A copy of your session preparation notes should be attached to your conceptualizations. **(32 points each set)**

1. Identify date, session number, group leaders, and topic.
2. How was the opening of the group handled? Describe any techniques used and how the group responded. What linkages were made to previous sessions?
3. Identify the number of members in attendance and any group dynamics (missing members, late or returning members, chairs, etc.)
4. Identify the stage of group development the group was in and provide evidence from the session of the group being in that stage during this session.
5. Describe any critical incidents that occurred during the session. What is your conceptualization of what occurred? What was the impact on the group?
6. What additional issues or dynamics are you aware of (positive or negative) that impacted the group or your experience as a leader during the session?
7. Identify the leader skills and techniques you practiced during the session and evaluate your effectiveness.
8. Describe linkages made between ideas and linkages made between people. How did the members respond?
9. Identify themes that you heard emerge during the session. Describe your efforts to work with those themes in the group.
10. Describe your efforts to have the group work in the here and now.
11. How were processing and closure of the group handled?
12. Describe your strengths and challenges as a group leader and identify your goals for your next group leader experience.
13. Comment on the strengths and challenges of your co-leader relationship. How do your two styles of leadership blend and what effect does your co-leadership have on the group? What issues need to be addressed?
14. What did you learning about yourself and about groups by co-leading this group?

## Scoring Rubric:

### Levels of Group Leadership

Adapted from Bowling Green University, <http://folios.bgsu.edu/assessment/Rubrics.htm>, downloaded March 21, 2002

“Leading” involves guiding a group to achieve its goal. It does not require formal authority or power, but is more a matter of influence, integrity, spirit, and respect. Leadership quality in this course will be evaluated using the features defining the four levels shown below.

TOTAL POINTS POSSIBLE = 32

#### Level 1 Leadership (Beginner) 19-21 POINTS

- Gives an impression of reluctance or uncertainty about exercising leadership
- Focuses exclusively on the task to be accomplished without regard to the people, or focuses exclusively on the interpersonal relations and attitudes of people in the group without regard to the task
- Asks for ideas or suggestions without intending to consider them
- May show favoritism to one or more group members
- Takes the group off track

#### Level 2 Leadership (Novice) 22-25 POINTS

- Shows occasional signs of insecurity about leading, or is overly confident about own leadership skills
- Gives too much attention to the task or to interpersonal relations in the group
- Asks for ideas and suggestions but neglects to consider them
- Lets the group ramble or stray off track too much, or keeps the group so rigidly on track that relevant issues or concerns are ignored
- Some basic mistakes (confuses goals vs. topics, doesn't measure outcomes, misses some critical incidents)

#### Level 3 Leadership (Proficient) 26-28 POINTS

- Looks comfortable and confident in exercising leadership duties
- Circulates a prepared agenda in advance
- Balances the need for task accomplishment with the needs of individuals in the group
- Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas
- Shows respect to all group members
- Shares information openly
- Assigns tasks by seeking volunteers, delegating as needed
- Checks for agreement, acceptance, buy-in
- Gives recognition and encouragement
- Identifies the stage of the group

**Level 4 Leadership (Advanced) 29-32 POINTS**

All of the positive features of proficient leadership, plus:

- Engages all group members
- Keeps the group on track by managing time, providing coaching or guidance, using humor, or resolving differences, as needed
- Intervenes when members are not moving toward goals
- Involves the group in setting challenging goals and planning for their accomplishment
- Helps others to provide leadership
- Has a collaborative co-leadership style
- Anticipates what the group needs, what might occur, plans responses
- Demonstrates forethought and responds in the here-n-now
- In-depth self-evaluation; demonstrates insight and awareness
- Identifies and responds to critical incidents in group
- Identifies and analyzes the process vs. content of the group.

**Legend**

<b>Total Points</b>	<b>College of Education Assessment Scale Equivalent</b>
<b>29-32</b>	4 (Exceeds Expectations)
<b>26-28</b>	3 (Meets Expectations)
<b>22-25</b>	2 (Meets Some Expectations)
<b>19-21</b>	1 (Does Not Meet Expectations)
<b>0-18</b>	0 (Can't Score)

**NOTE:** Calculation of the final 0-4 score is based on the points from session two only.