

LEAD 7880
Counseling in Student Affairs
3 Semester Hours (Fall 2013)

Dewar College of Education
Valdosta State University
Department of Curriculum, Leadership, and Technology
Higher Education Leadership

Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Reynolds, A. L. (2009). *Helping college students: Developing essential support skills for student affairs practice*. San Francisco, CA: Jossey-Bass.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

COURSE DESCRIPTION

Experiences in helping skills and intervention techniques, skills in designating and implementing individual and group interventions, and skills in developing relationships. Emphasis is placed on basic counseling skills and techniques for work in student affairs setting (3 credit hours).

COURSE OBJECTIVES:

1. Identify basic counseling and helping skills for effective practice as a higher education and student affairs professionals.
2. Examine the contemporary mental health issues facing college campuses and the ethical concerns related to the helping role of student affairs professionals.
3. Practice helping skills related to supporting oppressed student populations, non-traditional students, and at-risk students.
4. Demonstrate conflict management skills
5. Analyze interpersonal and group dynamics concepts

COURSE REQUIREMENTS

Group Dynamics Observation

Description. Students will select one student organization or university committee (not faculty senate) to observe and report on the operational dynamics of this group. Students should plan to observe a minimum of 2 group/committee meetings in order to gain a sense of the interpersonal dynamics that exist within the group. At minimum, students should provide a detailed summary of the context of the group meeting, what they specifically observe, how these observations relate to content discussed on group dynamics, and what recommendations the student would have if he or she were advising/leading this group. A two page minimum is expected.

Counseling Skills Demonstration

Description. Drawing upon information covered in the course, students will work in groups of 3 to create and video record student affairs related scenarios to demonstrate basic helping skills learned. Each student in the group must lead a helping session for approximately 10 minutes (3 x 10 minute session each = 30 minutes total per group). Students can pull from any of the course topics to develop a situation in which they must support a student in need and address this situation using basic helping skills. Each 10-minute session should include a script, which students will submit along with their video files. The professor will grade students on their ability to develop and lead a plausible student affairs related situation, their demonstration of basic helping skills and other topics from the course during the session, and their ability to develop effective strategies for dealing with the particular problem of focus.

Application Assignments

Description. Throughout the course, activity assignments (6 in total) will be given to complement the specific topics being discussed. These activities are meant to provide a means of enrichment for the information being discussed and shared in class. With each activity, I will give detailed instructions on how to complete the assignments.

Comprehensive Examination

Description. A comprehensive examination will be given at the end of the semester course. The examination will cover the span of information presented and discussed throughout the course. Questions will consist of short answer, essay, true/false, and multiple choice.

COURSE EVALUATION

A possible 225 points can be accumulated throughout the course.

<u>Assignments</u>	<u>Total Points</u>	<u>Grading Scale</u>
Application Assignments (5x10) (1x50)	100 points	A = 207 or More
Counseling Skills Demonstration	50 points	B = 187 to 206
Group Dynamics	25 points	C = 168 to 186
Examination I	50 points	D = 149 to 167
		F = Less than 149

ATTENDANCE POLICY

Class attendance and participation is a major part of the course requirements. Since class discussion will focus on lectures, readings, and class assignments, it is imperative students complete the readings and assignments and come prepared to discuss the information. Participation is also viewed as asking questions and providing scholarly insight and perspective. Regular class attendance is required and needed in order to successfully complete the course. Students are encouraged to be prompt and on time. **Students who fail to have properly prepared for class may be dismissed from the class session and lose credit for that day.** If a student has 2 absences, he or she will receive a 10-point reduction of his or her final grade.

Late Work/Make-up Policy. Late work is absolutely unacceptable. Credit is not given for late or missed assignments. If circumstance permits an exception, late work may be accepted with a grade penalty.

PROFESSIONALISM

All students are expected to display professional and respectful behavior at all times. Cellular phones are not to be visibly displayed during class. Those you chose to use laptops, ipads, and other electronics must sit in the front row of the class. It is imperative that students be respectful of one another, alert, attentive, prepared, and quiet while others are speaking. Failure to conduct oneself in a professional and respectful manner will result in a dismissal from class and will

adversely affect your grade for that class period. Since disruptions interfere with the learning process, please do not talk while the professor or a class member is speaking.

When communicating with the instructor or peers through e-mail, students should use the BlazeVIEW D2L e-mail function in the online course shell. Students should include a subject for their emails, be polite and tactful, and maintain an appropriate degree of professionalism. Make sure your email begins with a formal salutation, such as “Good Morning,” “Hello,” etc. The professor will respond to e-mails as soon as possible; however, please allow up to 48 hours to receive a response, especially over the weekend. Emails and phone messages received Friday afternoon and during weekend will not receive a response until the following week. Please be patient and resend the e-mail if several days pass with no response.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Professor: James G. Archibald, Ph.D., LPC
Assistant Professor of Higher Education & Student Affairs
Department of Curriculum, Leadership, & Technology
225 SLP Building
jgarchibald@valdosta.edu
(229) 333-5633

Office Hours:
Monday: 10am-2pm
Wednesday: 2pm-4pm
Thursday: 10am-2pm

*Students are encouraged to follow the Higher Education and Student Affairs program on Twitter. For program announcements and other information, please follow @higheredvsu

Course Schedule and Assignment Due Dates

<u>Class Session</u>	<u>Topic</u>	<u>Assigned Readings</u>	<u>Assignments</u>	<u>Course Objective</u>
8/14/13	Introduction to the Course	Reynolds (2009) – Chapter 1		2
8/21/13	Counseling & Helping Theories, Part 1	Reynolds (2009) – Chapters 2 &4		1,2
8/28/13	Counseling & Helping Theories, Part 2	Reynolds (2009) – Chapter 4 See BlazeVIEW Chapter 4 Mcleod		1,2
9/4/13	Innovation Day	Innovation Day		
9/11/13	Substance-Related Disorders	See BlazeVIEW		2
9/18/13	Mood Disorders	See BlazeVIEW		2
9/25/13	Anxiety Disorders	See BlazeVIEW		2
10/2/13	Microcounseling Skills	Reynolds (2009) Chapter 6 Chapter 6 Mcleod		13
10/9/13	Conflict and Crisis Management	Reynolds (2009) – Chapter 7		134
10/16/13	Exploring Group Dynamics	Reynolds (2009) – Chapter 8		1,3,5
10/23/13	<i>Ethical Issues in Helping College Students (Online)</i>	<i>Reynolds (2009) Chapter 3</i>		1,2
10/30/13	Innovation Day II	Innovation Day II		
11/6/13	Stress Management	See BlazeVIEW		1,3
11/13/13	Counseling Demonstrations	Counseling Demonstrations		1,2,3,5
11/20/13	Behavior Modification	See BlazeVIEW		1,3
12/4/13	Examination I		Examination I	1,2,3,4,5

Note: Please check BlazeVIEW D2L daily for course announcements and newly added materials and supplementary readings.