**HELPING AND COUNESLING SKILLS IN STUDENT AFFAIRS PRACTICE**

**(HE/CPS 612)**

**Spring 2014**

Instructor: Kamden K. Strunk, Ph.D. Phone: 601-266-6520

Class hours: Thursdays 6:30PM-9:15PM Email: Kamden.Strunk@usm.edu

Office hours: Tuesdays 1:00PM-3:00PM Office Address: OMH 133

Wednesdays 2:30PM-5:30PM

Or By Appointment (appointments recommended during office hours

**COURSE DESCRIPTION:**

Concepts and computations in descriptive statistics. Introduction to sampling procedures and inferential processes in educational research.

**COURSE OVERVIEW:**

This course introduces basic interpersonal helping skills required in higher education and student affairs practice including relationship building, active listening, providing feedback, conflict resolution, and advising. Students will become familiar with crisis intervention models and techniques, signs and symptoms of distress and mental illness, strategies for making appropriate referrals to mental health providers, and considerations about positionality and transference when engaged in helping relationships. Central to the course will be the discussion of the appropriate role of higher education and student affairs professionals helping students within their boundaries and limitations.

**Required Course MATERIALS:**

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

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

Other required course readings will be posted on Blackboard.

**Course Objectives:**

1. To understand the importance and application of helping skills to student affairs.
2. To gain competence in helping skills.
3. To learn basic theories of helping and apply them to student affairs scenarios.
4. To understand mental health and crisis concerns in the college/university setting.
5. To learn about specific issues facing college students and appropriate means of intervention.
6. To understand the role of a student affairs professional in helping and limitations to that role.
7. To work toward competence and professionalism as a helper in the student affairs role.

**Mode/Style of Teaching:**

The teaching style for this class is a four-domain holistic education model, wherein education is targeted toward the whole person. In this model the “whole person” is conceptualized as the body, mind, soul, and heart, or the “doing”, “thinking”, “creating”, and “feeling” functions. Weekly discussions and course projects are all designed to target these domains and functions to encourage development and growth in all of these areas. This class is also built on a constructivist and social learning model, wherein students are expected to learn from the textbook, from the instructor, and from each other. This is accomplished through a reciprocal social interaction process where students contribute their understanding and knowledge to each other, thus enhancing the overall understanding of everyone in the class and allowing everyone to construct a more complete base of knowledge than would otherwise be possible.

**Course Assignments:**

1. **Helping Skills Sessions:** You will practice helping skills using a set of scenarios in groups. Within these groups, you will pair off for one-on-one practice sessions using assigned scenarios. Each week, the other members of your group will take observation notes on your practice session, you will journal about your own work, and turn in these notes for credit. On a rotating basis, you will also video record the practice sessions using a camera provided by the instructor. The class will watch the video to help you improve your skills and to learn as a group through discussion and discourse. In total, you will do 10 practice sessions, including two video recorded practice sessions. Each session is graded at 30 points, and each video session is graded at an additional 50 points.
2. **Paragraph and Question Papers (P&Q):** Reflection and critical questioning are key aspects of graduate-level inquiry and learning. As such, you will prepare a reflective summary paragraph and question for discussion prior to each class session meeting (as marked on the course calendar). The reflective summary paragraph, although summarizing the information in the week’s assigned readings, is meant to be introspective and reflective in nature. In other words, do not simply summarize what the readings said, but include in your summary how your relate to the material, how you can relate the material to your career field, the most salient points from the reading, and your reflections as you read. The summary paragraph should be around a half page in length, and no longer than one page. Then, include a discussion question you would be interested in talking about during class discussions. This should be an open-ended question that could drive us into deeper conversations (i.e., not a question that has a ‘right’ answer or that can be answered clearly by reading the text). Paragraph and Question papers are due on Blackboard prior to the beginning of each class session, and are graded at 20 points each.
3. **Research Paper:** You will complete an individual research paper on an issue of concern in the environment you are interested in working. You will need to be extremely specific in your topic to be successful in this assignment. For example, “eating disorders in college students” is unlikely to be a successful project, more specificity is needed both about the disorder of interest and the college students being researched (student-athletes? fraternity members? gay men? first-year students? who?). Specific topics give better results.
   1. **Proposal:** You will propose a topic early in the semester to give you adequate time to research your topic. Although not *required* you are *strongly encouraged* to schedule an appointment with the course instructor to discuss your potential topics of interest prior to writing your proposal to help shape the topic and think about ways to find a topic that will be successful and manageable in the course as well as interesting for your work and career interests. The proposal should be about one page, not to exceed two pages. Outline what topic you plan to research, your strategy for learning about the topic, and any information that you think will be helpful in understanding the paper you are proposing to write. More information is helpful as you will get detailed feedback on your proposal to help shape your work. The proposal is graded at 30 points.
   2. **Research Paper (Draft 1):** You will write a full, APA style research paper on your topic. Acceptable sources for your paper include: Peer-reviewed journal articles, Primary source material (if you are unclear about this, ask), Scholarly books, Government data. Other sources will be unacceptable in most cases, but if you think you have an excellent source and want to use it, just ask. Sometimes there are legitimate exceptions. To be successful on this project, you’ll want to spend time every week starting from the time you submit your proposal reading as many articles about your topic as you can and learning as much as you can to write a quality product. You’ll write, essentially, a literature review of the topic. We will talk in class about writing the paper, and materials are available on Blackboard about writing. Note: This is not a “rough draft”, there ought to be nothing “rough” about this writing. It should be the best possible product you can produce at this time given the resources you have available to you. You will improve on it in the final draft, but that improvement will be the result of feedback. Make sure this draft is your best work because it will not be graded like a “rough draft”. Draft 1 is graded at 100 points.
   3. **Research Paper (Final Draft):** Based on feedback, you will improve, polish, and refine your Draft 1 into a professional-quality paper. You’ll get detailed and extensive feedback on Draft 1 to help you to improve on the paper, which you’ll use to make it a professional-quality product. The final draft is graded at 150 points.
   4. **Research Presentation:** Based on your research on the topic you have chosen, you will create a 10-12 minute presentation for your peers. You may present in any format you choose. For example, you might choose a 10-12 minute PowerPoint presentation, a conference-style poster presentation, a creative product like a video presentation, multimedia presentation, or other presentation style of your choice. Make sure that people hearing your presentation will gain a basic understanding of the key issues and importance of the topic. You’ll be graded on clarity of presentation, confidence, ability to convey information, and professionalism. The research presentation is graded at 100 points.

**Grading Structure/Requirements:**

There are a total of 1000 points in the course, which means you can take your total points and divide by ten to determine your percentage grade in the course. The grading structure is as follows:

|  |  |
| --- | --- |
| **Assignment Type** | **Total Points Possible** |
| Helping Skills Sessions | 300 points |
| Videos | 100 points |
| P&Qs | 220 points |
| Research Proposal | 30 points |
| Research Paper (Draft 1) | 100 points |
| Research Paper (Final) | 150 points |
| Research Presentation | 100 points |
| **TOTAL POINTS** | **1000 points** |

The course is graded as follows: A = 1000-910, A- = 909.9-900, B+ = 899.9-890 B = 889.9-810, B- = 809.9-800, C+ = 799.9-790, C = 789.9-710 C- = 709.9-700, D+ = 699.9-690 D = 689.9-610 D- = 609.9-600, F < 600.

**CLASS PREPAREDNESS:**

Students are expected to arrive to class on time and prepared for required coursework. You should bring your textbook, any outside assigned readings, paper and/or a notebook, something to write with, and any other necessary materials to every class.

**LATE WORK POLICY:**

Late work is not acceptable in graduate work. However, if you find that you are falling behind in your coursework, it is of the utmost importance that you immediately contact your instructor. As soon as you know there is any problem, immediately contact the course instructor. This is the best way to stay caught up with the course, and to achieve the highest possible grade.

If you find that you need to submit late work **it is required that you contact the instructor before submitting any late work.** Any late work submitted without first contacting the instructor to discuss the work and form a plan for getting caught up to date with coursework will not be accepted. This is to make sure that you receive all information you need about which assignments will take priority in getting caught up, and what, if any, credit can be given to late work before beginning. Communication is the key in getting caught up if you find yourself behind on work, so call, email, or stop by, whatever you need to do to get in contact!

If any late work is accepted following communication with the instructor and establishment of a written plan, it will be worth a maximum of 50% of its graded point value. The exact percentage will be established in the written plan you make with the instructor.

**TENTATIVE Course Calendar:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Readings** | **Content** | **Assignments** |
| 1  1/16/14 |  | Introduction, Overview, and Basic Helping Skills |  |
| 2  1/23/14 | Reynolds Ch. 4  Hill Ch. 5 | Helping Theory | P&Q due |
| 3  1/30/14 | Reynolds Ch. 1  Hill Ch. 6 | Student Affairs as Helping Profession | Helping Session 1 Due  P&Q due  **Research Proposal due** |
| 4  2/6/13 | Reynolds Ch. 2  Hill Ch. 7 | Mental Health Needs at Colleges and Universities | Helping Session 2 Due  P&Q due |
| 5  2/13/13 | Reynolds Ch. 3  Hill Ch. 4 | Ethical and Legal Implications | Helping Session 3 Due  P&Q due |
| 6  2/20/13 | Reynolds Ch. 6  Hill Ch. 8 | Micro-counseling Skills | Helping Session 4 Due  P&Q due |
| 7  2/27/13 | Reynolds Ch. 8  Hill Ch. 9 | Group Dynamics | Helping Session 5 Due  P&Q due |
| 8  3/6/13 | Reynolds Ch. 5 | Multicultural Competence | Helping Session 6 Due  P&Q due |
| 9  3/13/13 | **NO CLASS** | **NO CLASS** |  |
| 10  3/20/14 | Reynolds Ch. 7 | Conflict/Crisis Management | Helping Session 7 Due  P&Q due |
| 11  3/27/14 | Selected Readings | Grief, Loss, and Other Crises | Helping Session 8 Due  P&Q due |
| 12  4/3/14 | **NO CLASS** | **NO CLASS** | **Research Paper (Draft 1) due** |
| 13  4/10/14 | Reynolds Ch. 9 | Supervision | Helping Session 9 Due  P&Q due |
| 14  4/17/14 | Selected Readings | Special Topics in Helping Skills | Helping Session 10 Due  P&Q due |
| 15  4/24/14 | No assigned readings | Research Presentations | **All research presentations due to Blackboard** |
| 16  5/1/14 | No assigned readings | Research Presentations | **Research Paper (Final) due** |

*Note.* All readings other than the textbook can be found on Blackboard listed under the name of that week’s topic. Other outside readings may be added to this schedule as needed.

**Possible Changes to the Syllabus:**

This syllabus is your contract for production in the course. If changes are made to it they will be posted on Blackboard and announced in class or by email. No changes increasing requirements will be made as they might adversely affect your grade.

**Additional Information and Policies:**

Graduate study requires a high level of independence, accountability, and conscientiousness in order to achieve success both in their program and in careers that require graduate study. As such, a number of guidelines are helpful that make clear the expectations of graduate students.

1. Students are expected to adhere to the highest standard of academic integrity. Students are bound by and responsible for knowing the information contained in the policies set forth in the DES Academic Integrity Policy and the USM Student Handbook. In no instances will lack of familiarity with these policies excuse a violation. Procedures for dealing with academic dishonesty and consequences can be found in the above-mentioned policies, and may range from a reprimand and opportunity to rewrite an assignment, a reduced grade, a ‘0” or “F” being awarded for the assignment, a “0” or “F” being awarded for the class, and recommendation for dismissal from the program, suspension, or expulsion from the university.

Violations of this policy include plagiarism in all forms and extend to the use of internet resources. Any information that originates from another source must be noted as such in student materials. Other forms of academic dishonesty include, but are not limited to, buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student’s answers/papers, multiple submissions (e.g. “self-plagiarism”), etc.

1. Students are expected to be in class for the entire class period every class meeting. If there is an unavoidable conflict (such as a professional conference that coincides with a class meeting) this should be communicated with the instructor as early as possible. In the event that you have a legitimate emergency that prevents you from attending class, you should: 1) contact the instructor by phone and/or email immediately upon learning you will be unable to attend class (this should be before the class meets), 2) take appropriate steps to catch up with in-class learning opportunities, 3) ensure that all of your work that was due during that class meeting makes it to the instructor before the class meeting ends (email it, have a friend drop it by the ESR office, etc.). Failure to be in class during an exam without agreement from and prior arrangements with the course instructor will result in a grade of zero on the exam.
2. Students are responsible for checking their USM email account regularly for course announcements and course-related communications.
3. This course uses Blackboard as a tool to manage course readings and other materials not included in the required texts for this course and for online course discussions. Students are expected to have a working knowledge of Blackboard in order to access materials and participate in online course discussion.
4. All individuals, students and instructor alike, are expected to adhere to standards of academic honesty, common courtesy, and respect for others. Free discussion, inquiry, and expression in class are encouraged. Behavior that interferes with either teaching or learning is not acceptable. Talking, ringing phones, eating, etc. can be extremely distracting; rude, impolite, or offensive behavior will not be tolerated. Students may be barred from class as a result of behavior that *in the opinion of the professor* negatively affects the learning/work environment. Since cell phones and pagers can be disruptive, except as provided for in advance, cell phones and pagers should be silent during class time.
5. If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies Mailing address: 118 College Drive #8586, Hattiesburg, MS 39406-0001; Telephone (610) 266-5024; TTY: (601) 266-6837; Fax: (601) 266-6035. Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.