

ADMPS 2059—Advising and Supporting Skills for Higher Education Professionals

University of Pittsburgh

Spring 2021

Online Synchronous Class

Synchronous Classes: Tuesdays, 3:00-5:30

Dr. Darris R. Means

Associate Professor

Pronouns used: he, his, his

darris.means@pitt.edu

Office Hours: By Appointment (best arranged by email)

* I will reply to all emails within 48 hours Monday-Friday when I am not out of the office. I do not check or respond to emails over the weekend.

Jenay Willis

Teaching Colleague

Pronouns: she, her, hers

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Course Introduction

As higher education professionals, we play critical roles in advancing the holistic development and wellness of ourselves, students, and colleagues (ACPA & NASPA, 2015). In recognition of these critical roles, this course is designed to enhance advising and supporting knowledge, skills, and dispositions of higher education professionals. The course will begin with a focus on interpersonal knowledge, skills, and dispositions to effectively advise and support individuals and groups. We will then discuss and apply knowledge in the areas of academic advising, career development and advising, supervision, mentorship, program development, student organization advising, and crisis intervention. As a part of the course, students will employ a critical approach to develop and implement a webinar series focused on student success for students at Central Piedmont Community College, a community college in Charlotte, North Carolina. A course on advising, helping, and supporting in higher education necessarily deals with several topics that some may find hard to process. If you are finding this difficult, please do not hesitate to contact the instructor.

Course Objectives

As a result of participating in this course, students will be able to demonstrate

- 1) Knowledge of principles, theories, and approaches for advising and supporting individuals and groups in higher education;
- 2) Knowledge of and application of interpersonal and referral skills to advise, support, and collaborate with individuals and groups in higher education;
- 3) Increased self-awareness of strengths, weaknesses, and personal strategies related to advising and supporting; and
- 4) Application of social justice principles and theories, advising and supporting skills, and learning goals to design and implement programs in response to student needs.

Required Texts:

Burke, M. G., Sauerheber, J. D., Hughey, A. W., & Laves, K. (2016). *Helping skills for working with college students: Applying counseling theory to student affairs practice*. Taylor & Francis. **Available via PittCat.**

*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Dunkel, N. W., Schuh, J. H., & Chrystal-Green, N. E. (2014). *Advising student groups and organizations* (2nd ed.). Jossey-Bass. **Available via PittCat.**

Supplemental Text:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Course Website and Additional Readings:

The course website is located on Canvas. The course website includes the syllabus, course materials, and course readings outside of the required texts. **You will submit all assignments via Canvas or email (see each assignment description for directions). Please note that you SHOULD NOT use Canvas to email Dr. Means; please email him directly using the University of Pittsburgh's email system.**

Academic Accommodations:

If you require special accommodations or classroom modifications, please notify both the instructor and Disability Resources and Services by the end of the first week of the term. The office of Disability Resources and Services is located in 140 William Pitt Union (412-648-7890 [voice or TDD]), and their website is at: [<http://www.drs.pitt.edu>].

Academic Integrity:

All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity (<https://www.provost.pitt.edu/faculty/academic-integrity-freedom/academic-integrity-guidelines>). This may include, but is not limited to the confiscation of the examination of any individual suspected of violating the University Policy.

Statement on Classroom Recordings:

Please be aware that I will record all lectures and presentations that occur during synchronous courses via Zoom in order to meet the accommodation needs of all students.

Equity and Justice Statement:

In this course, you will be challenged to consider and advance equity and justice in higher education. While you will be challenged, I also believe in providing support. If you are having any challenges with the readings or content in the course, please reach out to me so I can provide additional resources. My goal is to create an online learning environment where everyone, including myself, is challenged and supported to grow and learn.

Basic Needs Security Statement:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact The

Care and Resource Support Team (412-624-5756 or PittCares@pitt.edu). Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to provide any resources that he may possess.

Methods of Instruction and Course Expectations:

The course will employ a variety of approaches to instruction, including small and large group discussion, activities, case studies, and lecture. Students will also be placed in learning circles; each learning circle will meet regularly during the course and complete a student success intervention project and practice of interpersonal and helping skills (see assignment details below). Given the format employed in this course, student engagement in discussions and learning activities are imperative. Participation is valued when students build upon one another's contributions; provide meaningful connections to the readings; and increase the complexity and fruitfulness of the discussion. Therefore, your professional and active involvement in the process is essential for your successful completion of this course. In addition, I do not view myself with all the knowledge on advising and supporting skills. Instead, I view myself as a facilitator of learning, and I am here to learn alongside you this semester. I believe you are responsible for your learning and development. If you are not being challenged, please let me know and I am happy to offer additional recommended readings. If you need additional support as you complete the course, please let me know and I am happy to meet with you.

Attendance

This course meets synchronously Tuesdays from 3:00-5:30pm EST via Zoom, making attendance at all sessions absolutely essential. You need to be present to engage fully in the course content. However, students can and should miss class in order to observe religious holidays not formally recognized by the University. Please notify Dr. Means prior to the start of class should you need to be absent. If you need to miss class on a day you are presenting or completing an assignment, you will be asked to submit a 4-5-page paper no later than a week following the missed class in response to a prompt provided by the instructor related to the course and assigned readings for that week (please note I have attempted to avoid having assignments due on a religious holiday, but, if I have overlooked a holiday you observe, please let me know). The paper will be graded to replace your grade for the missed presentation. The paper should be submitted via email to Dr. Means.

My Thoughts on COVID-19 Pandemic and the Course:

My primary concern as we move through the semester is your well-being and the well-being of your family members, friends, and your community. While I have high expectations that you will remain engaged in the course, you should communicate directly with me if you find yourself in a situation where you need additional support or accommodations. Recognizing the stress of the COVID-19 pandemic, I have made several decisions as an instructor to ensure an engaging yet reasonable course. For example, I have thought carefully about course readings and assignments and only included course readings and assignments that I believe are essential to meeting the learning objectives for the course.

Cell Phones/On Call/Laptops

If you bring a cell phone to class, please be sure it is either off or set to a silent mode. Should you be on call as part of professional responsibilities, please advise Dr. Means at the start of each class. Please refrain from texting, emailing and internet browsing during class.

APA Writing Style

For this course, the acceptable citation format is the *Publication Manual of the American Psychological Association* (7th edition). Students are also asked to check all submitted written works for grammar/spelling and syntax errors. You are encouraged to utilize the Pitt Writing Center

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(<https://www.writingcenter.pitt.edu/graduate-services>) for assistance with grammar, sentence structure, and organization.

Late Submissions

As a matter of fairness and courtesy to all students, penalties for late submission of student work may be assessed. Except in cases of acute emergencies, all late work is subject to a 10-percent reduction in grade for each day that it is late. If you find yourself needing more time on an assignment, we can discuss a potential extension if you contact me prior to the deadline.

Course Assignments:

Course requirements include oral and written assignments that involve individual and group work. Your final grade will be calculated using the following scale (%): A+ 97-100; A 94-96; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+77-79; C 74-76; C- 70-73; Less than 70 is an F. **Please note I do not round up final grades.**

You will be evaluated on the following items:

I. Student Success Intervention Project (Learning Objectives: 2 and 4) (55 points)

Using knowledge of helping and supporting skills, this group project will require students to develop and implement a student success intervention project for undergraduate students at Central Piedmont Community College in Charlotte, North Carolina involved in the following offices/programs: TRIO Student Support Services (<https://www.cpcc.edu/academics/resources/trio>), Military Families and Veterans Services (<https://www.cpcc.edu/student-experience/student-support/military-families-and-veterans-services>), and Man Up (<https://www.cpcc.edu/student-experience/student-support/mentoring-programs/man>). These programs and offices primarily focus on racially minoritized student populations, students with a financial need, first-generation college students, students with disabilities, student veterans, and post-traditional students (students over the age of 25, students who primary caretakers, and students with work responsibilities). The goal is to use anti-deficit achievement and critical approaches to conceptualize and implement a virtual workshop focused on student success. Oftentimes, educators use deficit frameworks to design programs, services, lesson plans, and so on for minoritized student populations. The goal of this assignment to challenge deficit frameworks and practice anti-deficit achievement and critical approaches for the development of our own practice as higher education professionals. For this project, we will work closely with Brandon Gordon, Student Counselor for TRIO Student Support Services at Central Piedmont Community College (brandon.gordon@cpcc.edu).

Each learning circle (see the end of the syllabus for the assigned groups) will choose a workshop topic on the first day of class and will present the topic via a virtual, synchronous workshop on one of the following dates: March 2nd, March 16th, March 23rd, March 30th, April 6th, or April 13th. Here is a list of the topics: tips and strategies for online learning, networking and marketing yourself, study and test taking skills and strategies, time management skills and strategies, stress management and well-being, goal setting, learning styles, and building connections with faculty and staff to support your success. The workshop will occur during the time of the course (3:00-4:00) and should be recorded so students who cannot be present for the workshop can view at a later time. Each learning circle is responsible for the following: interviewing a full-time professional who can give you insights into designing interventions for the student populations related to the assigned topic; designing, implementing, recording (and sharing the recording with the primary contact), and assessing an intervention (workshop) related to the assigned topic; creating a resource guide that can be used by students to learn more about your topic and/or review topics covered during the workshop; and presenting what you did to your colleagues. The assignment includes seven

components. You are encouraged to be innovative and risk-takers with this project. You will not be penalized for being creative.

- a. **Component 1 (5 points): Learning circles will develop a 1-2-page team agreement.** The agreement should include: (a) a list of agreements or expectations of each other that will guide the work of the learning circle; (b) roles and responsibilities, if any, each person will have in the learning circle to complete the work; and (c) strategies for addressing conflicts and challenges that may arise in the learning circle. You will be given time to work on this during the first class. **Due by 3:00pm on Tuesday, January 26th. One member of the learning circle should submit the agreement via email to Dr. Means and copy the other learning circle members on the email.**
- b. **Component 2 (5 points): Learning circles should interview a full-time professional who will have insights into your assigned topic.** You will then write a 1-2-page summary based on the interview. Before starting the interview, you should give a background on the project and your goals. The following should be included in your paper: who you interviewed, the general challenges and needs for students related to your assigned topic, how the individual and/or their office currently support students related to your assigned topic, and recommendations for successfully implementing a workshop for students related to your assigned topic. **Due by 3:00pm on the Tuesday three weeks prior to the workshop. One member of the learning circle should submit the reflection via email to Dr. Means and copy the other learning circle members on the email.**
- c. **Component 3 (10 points): Learning circles will design and implement a 45-60-minute workshop for student participants at Central Piedmont Community College related to their assigned topic.** Learning circles will submit a **draft** of their plan and receive feedback from Dr. Means, Brandon Gordon (Student Counselor for TRIO Student Support Services), and Jenay Willis (Teaching Colleague for the course). The draft should include: (a) a flyer/advertisement to make students aware of the program, the time and date of the program, and the Zoom link and password to join the workshop; (b) a list of learning outcomes for your workshop; (c) a description of the workshop; (d) a detailed outline for the workshop; (e) a brief assessment that the Student Counselor of TRIO will send out to participants to determine the effectiveness of your program (the assessment should be no more than 5 questions and every learning circle should include one open-ended question that asks participants what they learned from the workshop); (f) two strategies you are using to incorporate an anti-deficit achievement or critical approach into your workshop; and (g) a brief resource guide (no more than 3 pages) that can be used by students to learn more about your topic and/or review topics covered during the workshop. **Due by 3:00pm on the Tuesday three weeks prior to the workshop. One member of the learning circle should submit the draft via email to Dr. Means and copy the other learning circle members on the email.**
- d. **Component 4 (5 points): To help learning circles process feedback on their draft materials, Dr. Means will meet with each learning circle for 30 minutes.** This also will be a time to reflect on how the learning circle is adhering to the team agreement. Learning circles will receive points for participation. **The meeting will take place the last 30 minutes of class on the Tuesday two weeks prior to the workshop.**
- e. **Component 5 (10 points): Learning circles will integrate feedback from Dr. Means, Jenay, and Brandon Gordon and submit a final version** of the following: (a) a flyer/advertisement to make students aware of the program, the time and date of the program, and the Zoom link and password to join the workshop; (b) a list of learning outcomes for your workshop; (c) a description of the workshop; (d) a detailed outline for the workshop; (e) a brief assessment that the Student Counselor of TRIO will send out to participants to determine the effectiveness of your program (the assessment should be no longer than 5 questions and everyone should include

one open-ended question about asks participants what they learned from the workshop); (f) two strategies you are using to incorporate an anti-deficit achievement or critical approach into your workshop; and (g) a brief resource guide (no more than 3 pages) that can be used by students to learn more about your topic and/or review topics covered during the workshop. **Due by 3:00pm on the Tuesday a week prior to the workshop. One member of the learning circle should submit the final version via email to Dr. Means and copy the other learning circle members on the email.**

- f. **Component 6 (15 points): Learning circles will be graded on the implementation of their workshop.** Dr. Means and Brandon Gordon will be present for workshop. Students will be graded on organization of the event, ability to engage students, integration of critical and anti-deficit achievement frameworks, and creativity. A member of the learning circle should send the Zoom recording to Brandon Gordon (brandon.gordon@cpcc.edu). Brandon Gordon will also share student feedback related to the workshop within a week after your workshop.
- g. **Component 7 (5 points): Learning circles will give a class presentation on their project.** The presentation should include: a summary of the interview, the learning outcomes of the program, an overview of the workshop, a brief discussion about the evaluation and findings, and a discussion of lessons learned from the project. Each group will have **15 minutes** to present their project. Learning circles will be graded on the presentation's organization and clarity, incorporation of each element of the project, evidence of in-depth thought put into the presentation, and staying within the 15-minute time limit. **The presentations will occur on Tuesday, April 20th, which is the last class of the semester.**

II. Reflexivity and Developing a Helping Philosophy (Learning Objectives: 1-3) (25 points)

Your “personal philosophy of helping will provide a framework from which to base your professional practice. This personal helping philosophy is a compass that provides navigation. It will serve as a roadmap for judgment, and therefore influences actions” (Burke et al., 2016, p. 172). Throughout the semester, you will be asked to engage in activities and reflections to help you reflect on and enhance your personal philosophy of helping as a higher education professional. This project has five components.

- a. **Component 1 (5 points; Due by 3:00pm on Tuesday, January 26th): You will complete a photo-elicitation project.** You are asked to consider the following question: Who am I as a helping professional? Based on your response, please take a photograph that captures your response. You will upload the photograph to a Canvas discussion board with a 2-3 sentence description. Students who complete the assignment will receive full credit.
- b. **Component 2 (5 points; Due by 3:00pm on Tuesday, February 2nd): You will reflect on your strengths and weaknesses as a helping professional and develop an action plan.** You are asked to first reflect on your strengths and weaknesses as a helping professional. You are then asked to contact someone who knows you as a helping professional (student, supervisor, mentor, colleague) and ask them if they could share with you 1-3 strengths and 1-3 weaknesses you have as a helping professional. Based on your strengths and weaknesses, you will develop and submit a 1-page action plan. Your action plan should include: (a) a list of your strengths as a helping professional, (b) a list of your weaknesses as a helping professional, (c) one semester goal you have to improve as a helping professional, and (d) a chosen activity outside of course requirements you can engage in to help you meet your goal (e.g., reading a book, listening to a podcast, watching a TedTalk, talking with a mentor or possibility mentor for advice). Your action plan will be evaluated on answering each component of the action plan and thoughtfulness you put into the action plan. **You will submit your action plan via Canvas.**

- c. **Component 3 (5 points; Due by 3:00pm on Tuesday, February 16th): You will reflect on your subjectivities and positionality as a helping professional.** Our subjectivities (i.e., our personal histories, worldviews, and professional and education experiences) and our positionalities (the intersection of our race, class, gender, sexuality, ability class, and other social identities) can shape our perspectives and approaches as helping professionals. In this assignment, you will write a 1-2-page reflection on three ways in which your subjectivities and/or positionality shape your perspectives and approaches as a helping professional and two strategies you can employ in your practice to remain conscious of how your subjectivity and positionality shape your approach as a helping professional. Your reflection will be evaluated on organization, clarity, and thoughtfulness. You will submit your reflection paper via Canvas.
- d. **Component 4 (5 points; Due by 3:00pm on Tuesday, March 9th): You will reflect on your action plan progress and your learning in the course thus far.** In this assignment, you are asked to write a 1-2-page, mid-course reflection that answers the following questions: (a) Based on the goal included in your action plan, what progress have you made on meeting your goal? and (b) Based on the course topics covered thus far, what are two lessons learned that can be used to enhance your advising and supporting skills as a higher education professional (please be sure to cite appropriate literature in your reflection). Your reflection will be evaluated on organization, clarity, thoughtfulness, progress on your goal, and integration of literature. **You will submit your reflection paper via Canvas.**
- e. **Component 5 (5 points; Due by 3:00pm on Tuesday, April 13th): You will offer a final reflection on your action plan progress and your learning in the course.** In this assignment, you are asked to write a 1-2-page, final reflection that answers the following questions: (a) Based on the goal included in your action plan, did you meet your goal? If so, what did you do to meet your goal? If not, how will you move forward with meeting your goal after this course? and (b) Based on the course topics covered since the mid-course reflection, what are two lessons learned that can be used to enhance your advising and supporting skills as a higher education professional (please be sure to cite appropriate literature in your reflection). Your reflection will be evaluated on organization, clarity, thoughtfulness, progress on your goal, and integration of literature. **You will submit your reflection paper via Canvas.**

III. Practicing Interpersonal and Helping Skills (Learning Objectives: 1-3) (10 points)

This assignment was adapted from a course taught by Dr. Laura Dean at the University of Georgia. Each student will have an opportunity to practice interpersonal and helping skills covered in the class and readings through role-playing. Within the learning circle, each student will role-play as a higher education professional offering support and role-play as a student seeking support. Each learning circle will be assigned an hour (3:00-4:00) on a Tuesday to complete the assignment and each student-higher education professional pair will have an 8-10-minute session and 2-minute reflection from observers (other members of the learning circle and the teaching colleague for the course, Jenay). Learning circles can determine the pairing as long as each student has the opportunity to role-play a higher education professional offering support and role-play a student seeking support. Someone in the learning circle should create a Zoom meeting and share the link with the other members of the learning circle and Jenay.

a. Role-playing a student:

- i. Identify some specific characteristics about your student (year in school, major, activities or roles on campus, etc.) so that you can more effectively develop the role.
- ii. Choose an issue that you will seek support on from a higher education professional.
- iii. Study the issue of interest in enough depth to portray accurately the issue and the way the student is presenting it. I would recommend using articles and potentially videos to study

the issue of interest. While this is important practice, I would be mindful about topics that may be triggering to people in the learning circle; you all can discuss those topics as a learning circle or send the list of topics to Dr. Means and he will share with the learning circle.

iv. Do not brief your partner on the student or issue prior to the role-play.

b. Role-playing a higher education professional:

i. Identify your role on campus. This may be related to a functional area of interest in higher education or where you currently work in higher education.

ii. Listen and respond to the student as they present the concerns to you. Use both your interpersonal and helping skills and your knowledge of college students and campus resources to respond.

iii. After the role-playing as a higher education professional, you will receive two minutes of feedback from your learning circle about on the following skills: active listening, responding with empathy, checking understanding, probing, summarizing, challenging, goal-setting/strategies to accomplish goals, and other areas identified by the observers.

c. Reflection paper:

You will write a 1-page reflection paper that outlines (a) the nature of the concern you presented as a student and what you learned from taking the student's perspective, (b) one strength of your role-play as a higher education professional, and (c) one shortcoming of your role-play as a higher education professional and how you can work on addressing the shortcoming. The paper is worth 10 points. You will be graded on your paper's organization, clarity, thoughtfulness, and ability to respond to each component of the reflection paper. **You have until 3:00pm on Tuesday, April 20th to upload the paper via Canvas. However, you are encouraged to submit the paper soon after the role-playing so you can easily recall and reflect on the feedback offered by your learning circle and the teaching colleague, Jenay.**

IV. Participation (Learning Objectives 1-4) (10 points): At the end of the semester, you will grade your participation and commitment to the course. In addition, your learning circle will provide input on your participation. **The rubric will be submitted to Dr. Means via email by 3:00pm on Tuesday, April 27th.** The following rubric will be used to evaluate your participation:

a. Unsatisfactory (0-4 points) – Uninvolved in the course, including not being present or not contributing to the overall course, and the student success intervention project.

b. Minimally acceptable (5 points) – Minimally involved, including being present but not attentive and late with deadlines and assignments.

c. Below Average (6 points): Passive participation including being present, awake, alert, attentive, but not actively involved in the overall course, and the student success intervention project. Make irrelevant contributions that inhibit the progress of the others.

d. Average (7-8 points): Reactive participation; only participated when instructor or colleagues asked for their help or support, but they do not provide supportive, follow-up contributions that are relevant and of value.

e. Above Average (9 points) –Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others in the course and the student success intervention project.

f. Excellent (10 points) – Proactive participation through leading, originating, informing, and challenging contributions that reflect in-depth thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little.

Course Outline:

****In preparation for class, complete the readings that are assigned for each week prior to the class session****

Wk	Date	Course Content	Assignments
1	January 19	<p>Introduction to Advising and Supporting in Higher Education</p> <p>Required Readings Prior to Class:</p> <p>Burke and colleagues-Chapters 1 and 2</p> <p>Fochtman, M. M. (2006). Managing, supervising, advising and mentoring: Each requires a unique hat for the professional. <i>Campus Activities Programming</i>, 47-52.</p> <p>The Syllabus</p>	
2	January 26	<p>Introduction to Interpersonal and Helping Skills and Developing Your Helping Philosophy</p> <p>Required Readings Prior to Class:</p> <p>Burke and Colleagues-Chapters 3 and 7</p> <p>Croom, N. N., & Kortegast, C. A. (2018). When ignoring difference fails: Using critical professional praxis. <i>About Campus</i>, 23(1), 27-31.</p>	<p>Student Success Intervention Project: Component 1 (Learning Circle Agreement)</p> <p>Reflexivity and Developing a Helping Philosophy: Component 1 (Photo-Elicitation Project)</p>
3	February 2	<p>Critical Approaches to Advising and Supporting and Program Development to Address Student Needs Guest Speaker: Brandon Gordon, Student Counselor of TRIO Student Support Services at Wofford College</p> <p>Required Readings Prior to Class:</p> <p>Baber, L. D., Zamani-Gallaher, E. M., Stevenson, T. N., & Porter, J. (2019). From access to equity: Community colleges and the social justice imperative. In M. B. Paulsen & L. Perna (Eds.), <i>Higher education: Handbook of theory and research</i> (pp. 203-240). Springer.</p> <p>Harper, S. R. (2010). An anti-deficient achievement framework for research on students of color in STEM. In S. R. Harper & C. B. Newman (Eds.), <i>Students of color in STEM: Engineering a new research agenda. New Directions for Institutional Research</i> (pp. 63-74). San Francisco: Jossey-Bass.</p> <p>Learning Resources Unit, British Columbia Institute of Technology. (2003). <i>Writing learning outcomes</i>.</p>	<p>Reflexivity and Developing a Helping Philosophy: Component 2 (Action Plan)</p>

		<p>Macias, L. V. (2013). Choosing success: A paradigm for empowering first-generation college students. <i>About Campus</i>, 18(5), 17-21.</p> <p>Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. <i>Race Ethnicity and Education</i>, 8(1), 69-91.</p>	
4	February 9	<p>Interpersonal and Helping Skills: Part II</p> <p>Required Readings Prior to Class:</p> <p>Burke and Colleagues-Chapters 4 and 5</p> <p>Schrage, J. M. (2014). A sea change on the horizon: Transforming our students and campuses through innovative conflict management. <i>About Campus</i>, 17-25.</p>	
5	February 16 (Class will meet from 3:00-5:00)	<p>Crises and Trauma in Higher Education Guest Speaker: Matthew Hammett, Assistant Dean of Students at Wofford College</p> <p>Meeting with Dr. Means from 5:00-5:30: Learning Circle 1</p> <p>Required Readings Prior to Class:</p> <p>Bassett, J., & Taberski, M. (2020). From active shooter to COVID-19, Understanding your vicarious trauma. <i>About Campus</i>, 25(4), 10-14.</p> <p>Broton, K., & Goldrick-Rab, S. (2016). The dark side of college (un)affordability: Food and housing insecurity in higher education. <i>Change: The Magazine of Higher Learning</i>, 48(1), 16-25.</p> <p>Ludvik, M. B. (2020). Co-creating the container for optimal learning and development: Lessons from trauma-informed mindful compassion practices. <i>About Campus</i>, 24(6), 25-31.</p> <p>Reynolds, A. L. (2013). College student concerns: Perceptions of student affairs practitioners. <i>Journal of College Student Development</i>, 54(1), 98-104.</p>	Reflexivity and Developing a Helping Philosophy: Component 3 (Subjectivities and Positionality as a Helping Professional)
6	February 23	Student Wellness Day: NO CLASS	
7	March 2 (Class will meet from 4:00-5:00)	<p>Self and Organizational Care</p> <p>Workshop Presentation from 3:00-4:00: Learning Circle 1</p> <p>Practicing Interpersonal and Helping Skills (Role Playing) from 3:00-4:00: Learning Circle 5</p> <p>Meeting with Dr. Means from 5:00-5:30: Learning Circle 2</p>	

		<p>Required Readings Prior to Class:</p> <p>Burke and Colleagues-Chapter 8</p> <p>Squire, D. D., & Nicolazzo, Z. (2019). Love my naps, but stay woke: The case against self-care. <i>About Campus</i>, 24(2), 4-11.</p>	
8	March 9	<p>Supervision in Higher Education Guest Speakers: New and Mid-Career Higher Education Professionals</p> <p>Meeting with Dr. Means from 5:00-5:30: Learning Circle 3</p> <p>Required Readings Prior to Class:</p> <p>Hirt, J. B., Frank, T. E., & Perillo, P. A. (2016). Staffing and Supervision. In J. Schuh, S. R. Jones, & V. Torres (Eds.), <i>Student services: A handbook for the profession</i> (6th edition) (pp. 423-436). Jossey-Bass. Please locate the book (<i>Student services: A handbook for the profession</i>) via PittCat to access the chapter (Chapter 25 in the book).</p> <p>Roper, L. D. (2011). Supervising across cultures: Navigating diversity and multiculturalism. <i>New Directions for Student Services</i>, 136, 69-80.</p> <p>Tull, A. (2006). Synergistic supervision, job satisfaction, and intention to turnover of new professionals in student affairs. <i>Journal of College Student Development</i>, 47(4), 465-480.</p>	<p>Reflexivity and Developing a Helping Philosophy: Component 4 (Mid-Course Reflection and Action Plan Progress)</p>
9	March 16 (Class will meet from 4:00-5:00)	<p>Career Advising and Development</p> <p>Workshop Presentation from 3:00-4:00: Learning Circle 2</p> <p>Practicing Interpersonal and Helping Skills (Role Playing) from 3:00-4:00: Learning Circle 6</p> <p>Meeting with Dr. Means from 5:00-5:30: Learning Circle 4</p> <p>Required Reading Prior to Class:</p> <p>Dollarhide, C. T. (1999). Career process and advising: Tools for the advisor. <i>NACADA Journal</i>, 19(2), 34-36.</p> <p>Means, D.R., Bryant, I., Crutchfield, S., Jones, M., & Wade, R. (2016). Building bridges: College to career for underrepresented college students. <i>Journal of College Student Development</i>, 57(1), 95-98.</p> <p>Vinson, B. M., Reardon, R. C., & Bertoch, S. C. (2014). Career services at colleges and universities: A 30-year replication</p>	

		<p>study. <i>Journal of College Student Development</i>, 55(2), 203-207.</p> <p>Choose One of the Following Articles to Read:</p> <p>Creamer, E. G., & Laughlin, A. (2005). Self-authorship and women’s career decision making. <i>Journal of College Student Development</i>, 46(1), 13-27.</p> <p>Grier-Reed, T., & Ganuza, Z. (2012). Using constructivist career development to improve career decision self-efficacy in TRiO students. <i>Journal of College Student Development</i>, 53(3), 464-471.</p> <p>Parks-Yancy, T. (2012). Interactions into opportunities: Career management for low-income, first-generation African American college students. <i>Journal of College Student Development</i>, 53(4), 510-523.</p> <p>Poon, O. (2014). “The land of opportunity doesn’t apply to everyone”: The immigrant experience, race, and Asian American career choices. <i>Journal of College Student Development</i>, 55(6), 499-514.</p>	
10	<p>March 23 (Class will meet from 4:00-5:00)</p>	<p>Academic Advising</p> <p>Workshop Presentation from 3:00-4:00: Learning Circle 3</p> <p>Practicing Interpersonal and Helping Skills (Role Playing) from 3:00-4:00: Learning Circle 1</p> <p>Meeting with Dr. Means from 5:00-5:30: Learning Circle 5</p> <p>Required Reading Prior to Class:</p> <p>Lee, J. A. (2018). Affirmation, support, and advocacy: Critical race theory and academic advising. <i>NACADA Journal</i>, 38(1), 77-87.</p> <p>Lowenstein, M. (2020). If advising is teaching, what do advisors teach? <i>NACADA Journal</i>, 40(2), 5-14.</p> <p>Muehleck, J. K., Smith, C. L., & Allen, J. M. (2014). Understanding the advising learning process using learning taxonomies. <i>NACADA Journal</i>, 34(2), 63-74.</p> <p>Zilvinskis, J., Barber, R. E., Brozinksy, J. L., & Hochberg, S. R. (2020). <i>NACADA Journal</i>, 40(2), 15-34.</p>	
11	<p>March 30 (Class will meet from 4:00-5:00)</p>	<p>Group Development Theories and Skills</p> <p>Workshop Presentation from 3:00-4:00: Learning Circle 4</p>	

*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

		<p>Practicing Interpersonal and Helping Skills (Role Playing) from 3:00-4:00: Learning Circle 2</p> <p>Meeting with Dr. Means from 5:00-5:30: Learning Circle 6</p> <p>Required Reading Prior to Class:</p> <p>Bonebright, D. A. (2010). 40 years of storming: a historical review of Tuckman's model of small group development. <i>Human Resource Development International</i>, 13, 111-120. doi: 10.1080/13678861003589099</p> <p>Tuckman, B. W., & Jensen, M. A. C. (1977). Stages of small-group development revisited. <i>Group & Organization Management</i>, 2, 419-427. doi: 10.1177/105960117700200404</p>	
12	<p>April 6 (Class will meet from 4:00-5:30)</p>	<p>Student Organization Advising</p> <p>Workshop Presentation from 3:00-4:00: Learning Circle 5</p> <p>Practicing Interpersonal and Helping Skills (Role Playing) from 3:00-4:00: Learning Circle 4</p> <p>Required Reading Prior to Class:</p> <p>Ahren, C., Ryan, H-G., Niskode-Dossett, A. S. (2009). Making the familiar strange: How a culture audit can boost your advising impact. <i>About Campus</i>, 14(1), 25-32.</p> <p>Dunkel and Colleagues-Chapters 1, 2, 4</p>	
13	<p>April 13 (Class will meet from 4:00-5:30)</p>	<p>Mentorship</p> <p>Workshop Presentation from 3:00-4:00: Learning Circle 6</p> <p>Practicing Interpersonal and Helping Skills (Role Playing) from 3:00-4:00: Learning Circle 3</p> <p>Required Readings Prior to Class:</p> <p>Crisp, G., & Alvarado-Young, K. (2018). The role of mentoring in leadership development. <i>New Directions for Student Leadership</i>, 158, 37-47.</p> <p>Felten, P., Bauman, H-D. L., Kheriaty, A., & Taylor, E. (2013). <i>Transformative conversations: A guide to mentoring communities among colleagues in higher education</i>. John Wiley & Sons. Available via PittCat. Read Chapter 1.</p> <p>Moschetti, R. V., Plunkett, S. W., Efrat, R., & Yomtov, D. (2018). Peer mentoring as social capital for Latina/o college</p>	<p>Reflexivity and Developing a Helping Philosophy: Component 5 (Final Reflection on Action Plan and Course Learning)</p>

		students at a Hispanic-Serving Institution. <i>Journal of Hispanic Higher Education</i> , 17(4), 375-392.	
14	April 20	Student Success Intervention Project Presentations and Course Wrap-Up	Student Success Intervention Project: Component 7 (Presentations) Final Date to Submit Reflection on Practicing Interpersonal and Helping Skills (Role-Playing)
	April 27	No Class: Submit Participation Rubric	Participation Rubric

Learning Circle Assignments

Learning Circle 1: Kerr, Lombardi, Nickas, Rahach, Walters

Workshop Topic: Study and Test Taking Skills

- Components 2 and 3 of Student Success Intervention Project Due By 3:00: Tuesday, February 9th
- Meeting with Dr. Means: Tuesday, February 16th from 5:00-5:30
- Component 5 of Student Success Intervention Project Due By 3:00: Tuesday, February 23rd
- Date of Workshop: Tuesday, March 2nd from 3:00-4:00
- Date of Practicing Interpersonal and Helping Skills (Role Playing): Tuesday, March 23rd from 3:00-4:00

Learning Circle 2: Amoroso, Ball, James, Nelson, Tatone

Workshop Topic: Time Management

- Components 2 and 3 of Student Success Intervention Project Due By 3:00: Tuesday, February 23rd
- Meeting with Dr. Means: Tuesday, March 2nd from 5:00-5:30
- Component 5 of Student Success Intervention Project Due By 3:00: Tuesday, March 9th
- Date of Workshop: Tuesday, March 16th from 3:00-4:00
- Date of Practicing Interpersonal and Helping Skills (Role Playing): Tuesday, March 30th from 3:00-4:00

Learning Circle 3: Edward, Langguth, Olaore, Perelstine, Soltysiak

Workshop Topic: Building Connections with Faculty and Staff

- Components 2 and 3 of Student Success Intervention Project Due By 3:00: Tuesday, March 2nd
- Meeting with Dr. Means: Tuesday, March 9th from 5:00-5:30
- Component 5 of Student Success Intervention Project Due By 3:00: Tuesday, March 16th
- Date of Workshop: Tuesday, March 23rd from 3:00-4:00
- Date of Practicing Interpersonal and Helping Skills (Role Playing): Tuesday, April 13th from 3:00-4:00

Learning Circle 4: Lewis, Roan, Sheeley, Wolfe, Zwastetzky

Workshop Topic: Stress Management and Well-Being

- Components 2 and 3 of Student Success Intervention Project Due By 3:00: Tuesday, March 9th
- Meeting with Dr. Means: Tuesday, March 16th from 5:00-5:30
- Component 5 of Student Success Intervention Project Due By 3:00: Tuesday, March 23rd
- Date of Workshop: Tuesday, March 30th from 3:00-4:00
- Date of Practicing Interpersonal and Helping Skills (Role Playing): Tuesday, April 6th from 3:00-4:00

Learning Circle 5: Hammond, Lausberg, Ly, O'Connell, Rogers

Workshop Topic: Networking and Marketing Yourself

- Date of Practicing Interpersonal and Helping Skills (Role Playing): Tuesday, March 2nd from 3:00-4:00

- Components 2 and 3 of Student Success Intervention Project Due By 3:00: Tuesday, March 16th
- Meeting with Dr. Means: Tuesday, March 23rd from 5:00-5:30
- Component 5 of Student Success Intervention Project Due By 3:00: Tuesday, March 30th
- Date of Workshop: Tuesday, April 6th from 3:00-4:00

Learning Circle 6: Gadalla, Hariharan, Jones, Miller, Moran

Workshop Topic: Goal Setting

- Date of Practicing Interpersonal and Helping Skills (Role Playing): Tuesday, March 16th from 3:00-4:00
- Components 2 and 3 of Student Success Intervention Project Due By 3:00: Tuesday, March 23rd
- Meeting with Dr. Means: Tuesday, March 30th from 5:00-5:30
- Component 5 of Student Success Intervention Project Due By 3:00: Tuesday, April 6th
- Date of Workshop: Tuesday, April 13th from 3:00-4:00