Course: CPY 662: College Counseling and Outreach

Course Schedule: Summer Semester 2017
• Thursdays 4:00 – 7:00 pm (CCS 231)

Instructor: Dr. Derrick A. Paladino, LMHC, NCC
Office: CSS 240
Phone: (407) 646-1567
E-mail: dpaladino@rollins.edu
Office Hours: Thursdays 1 – 3:30 or Appointment

Course Description: Overview of the foundations of college counseling, provisions of developmentally appropriate services (e.g., counseling, crisis services, outreach, and coordination of campus services), and the diverse post-secondary contemporary college student. Prerequisite: CPY 525

Course Objectives: Upon successful completion of this course, a student will gain an understanding of the field of college counseling process in a multicultural society including all of the following:

A. Knowledge
The student will:
• Understand the history, philosophy, and current issues in college counseling (CACREP II1a.; CACREP College Counseling Standards A.1, A.2)
• Understand the professional role, purpose and function of college counseling in higher education (CACREP College Counseling Standards A.3)
• Know models for organization, leadership, program design, management, and evaluation of college counseling programs, including the use of technological applications (CACREP College Counseling Standards A.5, C.7)
• Understand referral systems for diagnosis and treatment to other human service providers (CACREP College Counseling Standards C.10)
• Understand the historical and contemporary theories of college counseling (CACREP College Counseling Standards B.1)
• Be aware of issues that affect the development and functioning of college students (CACREP College Counseling Standards C.4)
• Be aware of the methods and procedures that are designed to promote healthy living and to prevent and/or cope with these issues (CACREP College Counseling Standards C.2, C.3, C.4)
• Understand the prevention and counseling models, methods and procedures to ensure personal, social, academic/educational and career planning and development for traditional and non-traditional students (CACREP College Counseling Standards C.1, C.2, C.3, C.5, C.6)
• Understand the psychological impact of crises, disasters, and other trauma-causing events on students, faculty, and institutions, as well as response systems (2009 CACREP Student Affairs and College Counseling Standards B.7)
• Understand the role of diversity and cultural (racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity) issues in college counseling (CACREP College Counseling Standards A.7.)

B. Skills
The student will be able to:
• Recognize college student issues that might affect students’ development and functioning (CACREP College Counseling Standards C.4)
• Conceptualize prevention, counseling and consultation strategies and methods with faculty, staff, and students in relation to student development and welfare (CACREP College Counseling Standards C.8)
• Create developmental approaches to assist students have personal and educational success (CACREP College Counseling Standards C.5)

C. Attitudes and Values:
The student will be able to:
• Be aware of how his/her own values and attitudes affect his/her interaction with faculty, professional staff, and student families in areas related to student development and welfare (CACREP College Counseling Standards C.8)
• Examine personal attitudes and values regarding the process of multicultural counseling; examine and value the complexity of counseling culturally diverse populations (CACREP Standard Section II 2.B)

Required Texts:

Additional Required Readings (On Blackboard)

Recommended Social Media
American College Counseling Association – Facebook
The Chronicle of Higher Education – Facebook
Inside Higher Ed – Facebook
NASPA - Student Affairs Administrators in Higher Education – Facebook
ACPA - College Student Educators International – Facebook
The Student Affairs Collective – Facebook
ACUHO-I – Facebook

Recommended Texts:
Recommended Websites & Resources

- Counseling Center Village (resources for the counseling center professional):
  http://ccvillage.buffalo.edu/wip/Version6/index.htm
- School and College Organization for Prevention Educators:
  http://www.wearescope.org/index.html
- American College Counseling Association Resource page
  http://collegecounseling.org/resources/links
- The Council for the Advancement of Standards in Higher Education
  http://www.cas.edu/
- SAMSHA https://www.samhsa.gov/


Required Assignments and Learning Experiences:

Symbol of College Experience

On the first day of Class, each student is asked to bring in one item that reflects some significant part of their undergraduate college experience and development during that time. Each student will discuss the meaning and significance of these items in relation to themselves and through the following questions (Please be prepared to answer additional questions from your peers):

1. What is the significance of your college symbol?
2. What impacted you most about your undergraduate institution?
3. What impacted you the most about your undergraduate experience?
4. What connections do you see between your college experience and where you are now in your personal and professional development?
5. What connections do you see between your college experience and your future career?

Article Critique and Discussion

Each student will select one peer reviewed journal article related to a student population or college counseling issue/trend and write a 2-4 page article summary and critique each. This assignment is designed to be more than a report or summary of the article and findings (if it is research based) and should include a critique and discussion of the material. Please paperclip a copy of your article to the back of your paper.

You will sign up for one day during the semester to lead a class discussion on the article and issue as if you are bringing this information to your counseling center staff. Please provide the article prior to the day of your presentation to allow time for your classmates to review it. You will create the structure of the discussion. For example, you may include a short introduction of the article and facilitate a class discussion on the material, provided questions, provide discussion points, or coordinate a small group activity. Please see me if you have any questions or would like suggestions.

College Counseling Outreach Project

Students will work in 1-2 teams for this semester-long project culminating in a group presentation. Each team will identify a particular issue or need related to a college student population of their choosing and design an outreach program to respond to that need. This outreach project must be semi-structured through a student development theory or theories. This project will include a series of components that will require individuals to work independently and collectively to create a successful program proposal. Populations may not be repeated. Periodically, class time may be allocated to allow for team meetings and instructor consultations.

Part #1: Program Synopsis and Bibliography

The program synopsis and bibliography will assist team members to develop literature-based knowledge regarding a particular student population and issue. In the spirit of this course “Counseling Contemporary College Students”, we are offering you an opportunity to learn first hand about how college students today are succeeding or struggling in their journey of development. Your group will hand in one collective Program Synopsis and Bibliography.

Synopsis guidelines:
This brief group document (1 page) should include the following:
1. Team members’ names and preferred emails/contact numbers
2. 1-2 paragraphs in which the team details:
   a. College student population
   b. Particular/issue of focus
   c. Student development theory or theories for this project: please use at minimum Chickering. You may research and add additional theories – e.g., Kolb, Marcia, Perry, Schlossberg
3. Fieldwork: Three potential ways you will personally and specifically connect with your student population of choice. This will assist you to further explore potential issues and needs as well as create support for your outreach program of choice. This can be through participant-observation, observation, or interviewing (e.g., students, student affairs offices, field professionals).
4. Questions/requests for assistance from the instructor and/or classmates

Bibliography guidelines:
Each team will submit a unique annotated bibliography which provides an overview of current literature as well as program ideas. You can find this information in: 1) recent book chapters and/or professional peer-reviewed journal articles specifically related to the college population and/or issue identified in the group synopsis and 2) from outreach programs that are currently in use at college counseling centers. Each team will hand in a bibliography that contains eight (8) literature references and two (2) outreach programs that are related to your topic. You may do
separate work, but please combine this into one document for your group. The bibliography should have each article, book, chapter, or program annotated as follows:

1. Provide APA-style reference of source utilized at the top
2. Seven literature references: In your own words provide a very brief summary of information covered by authors and how this particular work is useful to your project (one paragraph)
3. Three outreach programs: Describe the program you are reviewing and, In your own words, provide what you specifically find useful about the program for your project (one paragraph)
4. This project may be single spaced and does not need to adhere to APA formatting guidelines however, please do include a title page in APA.

Part #2: Outreach Program Proposal

The Proposal is an opportunity for you to gain feedback, and refine your outreach program. Working in the student development field is a collaborative effort where programming, outreach, and understanding are gained from multiple individuals and/or areas. You are required to meet with others outside of your group (e.g. peers, student affairs professionals, your professor, other faculty) to gain an additional perspective on your program. Groups must gain feedback from at least one outside-of-class contingent. Please bring questions to class as we will be going over your proposal.

General items that you may want to prepare prior to your proposal discussion:

- Your student population, specific population issue, and why this program is needed
- Proposed Title
- Format of learning experience
- Outline of program goals
- How you will reach the population
- How you will evaluate the program

What is due:

1. Each group will hand in a 1-2 page summary of their experience gaining feedback, who you spoke with, what was learned, and assessment and data collected from students, staff, administration and faculty.
2. A one-page handout that outlines the planned outreach program.

One-page handout

1. Proposed Title
2. Your student population and specific population issue
3. Benefits of the Program (student and institutional)
4. Student Development Theory or Theories that will be guiding this outreach program
5. Goals and structure of the program (include anticipated specific strategies to reach these goals)
6. How you will reach and connect with your population.
7. Potential complications you may experience (participant’s reactions) and general limitations.
8. Program evaluation. How will you assess the effectiveness of your program?
**Part #3: Final Group Presentation**

This will be an opportunity to tie together everything you have learned in this course: Clinical issues, college trends, theory, application of theory, your own personal experiences, and the experiences of college students and staff. Another intention of this course is to increase your awareness of and information about the diversity of students attending college today.

You will be responsible for creating a **50 minute maximum** seminar on your college student population of choice and your outreach program to a group of your peers. You will be presenting this as if your peers are student affairs or college counseling professionals that have the power to support and potentially fund your outreach program proposal (you will not be required to create a budget). This presentation should include your proposal information with a deeper description of the outreach program (i.e., introduce your student population and show need and rational for the program through all of your research and fieldwork). This presentation should be lively and creative as well as informative. You are required to use your audience and facilitate participation. For example, you can guide the class through an abbreviated component of the outreach program. Your goal is to provide a quality learning experience for your classmates. You may use case studies, videos, power point, or other media. Feel free to consult with your instructor regarding your plans for the presentation. You may provide optional reading assignments for the class at least one week prior to your presentation. This must be a live presentation.

**Your Presentation should include a more detailed version of your proposal:**

1. Student group & specific population issue (i.e. historical overview of the pertinent issues and/or barriers facing this population within higher education and student affairs, definitions and descriptions/statistics of the population and issue).
2. Establish the need for the program and it’s benefit (student and institutional)
3. Brief review on current services available and/or previous attempts to assist this student group.
4. Brief discussion of the student development theory or theories that guide this outreach program.
5. Summary of assessment, data and fieldwork collected from students, staff, administration and faculty.
6. Outreach program
   a. Outline, Goals and Structure
   b. Strategies to reach goals
   c. Strategies to reach population (e.g. getting the groups’ attention, advertising)
7. Possible complications you may experience (participant’s reactions) and limitations.
8. Program evaluation. How will you assess the effectiveness of your program?

**Your group will hand in** a final project (each group will hand in one compact disc/thumb drive to the professor that includes:

- The outreach program (final PowerPoint presentation)
- An instruction manual (for conducting processing the proposal)
- Handouts used in the program
- Flyers for advertising the program
- Additional materials you believe would be necessary for other college counselors to present this outreach activity.

- You may want to use or discuss some or all of these materials during the presentation to give an expansive view of the program.
Think about: If I were to hand this CD/thumb drive to a college counselor, would they have everything they need on it to run this program without my group’s assistance? Members of each group will receive the same grade. Each group member will be expected to contribute and participate in the presentation. If for some reason you believe that there was not an equal contribution from each team member during the development of this project please contact your instructor.

This project should be comprehensive and well documented with cites from appropriate and current literature. This project will be evaluated on:

1. Presentation format and flow (team delivery, facilitation, and professionalism)
2. Creativity (Does it keep the audience’s attention and disseminate the information in a unique way)
3. Presentation content and information (Did you accurately cover all relevant information)
4. Quality and effectiveness of class handouts, resources, and bibliography.
5. CD components are comprehensive and easy to follow
6. Equal balance of team member work and presentation

General tips for success:

- Identify and describe the population of interest. Use hard data here (not assumptions or assertions). Unless landmark, try to use sources that have been written since 2000.
- Use literature to describe problems/issues/needs faced by the student population of interest in accordance with your outreach program. Again, use professional sources to support your claims. Discuss how these problems are actually student population problems and/or how the problems impact their time and development while at school.
- Use literature to outline the outreach program recommendations and approaches related to the population and problem/issue/need.
- Use your Fieldwork experience to get to know your population. This may guide you more than articles or text
- Identify gaps in these resources. Gaps can be in programs, outreach to specific populations, time, etc. Strong identification of gaps/needs will set the stage for a strong program proposal.
- Use conclusion to summarize your findings and make a compelling argument regarding need for attention to this population via innovative programming to meet specific needs.

This project may not be derived from presentations created for other courses or roles.

Class Attendance/Participation

Graduate students are training to be professional helpers responsible for the welfare of counseling clients. Attendance and participation in courses is required to evaluate the readiness and preparedness of each student to enter the profession. Success in this graduate program requires students to be fully present academically, physically, personally, and interpersonally during all learning experiences.

Attendance and participation constitute a portion of your final grade. Attendance means arriving for class on time and staying for the duration of the class. Participation means preparing for class by reading required texts/materials and engaging in class discussion.

The instructor will not make judgments or decisions regarding “allowing” student absences and will not evaluate which reasons are acceptable to qualify as an excused absence. If a student does not attend class, he/she cannot earn the participation points for that class meeting or for activities that occur during the missed class. A student who misses two or more classes will be subject to action by the professor, which includes, but is not limited to:
- Recommendation to withdraw from the class.
- Requiring additional assignments(s) to complete the class.
- Reduction in the final grade per the percentage allotted to attendance and participation.
- Any other action deemed appropriate by the professor in consultation with the full faculty.

Your final grade will be lowered one half of a letter grade for every absence, and one letter grade for two or more absences (which may require repeating the course as this is class only has 8 meetings). Arriving late to or departing early from a working group on the part of one person disrupts the flow of learning for the professor and other students. As a result, chronic tardiness will result in the lowering of a final grade (2 equal 1 absence). Class will start on time and time agreements for class breaks will be honored. Breaks during class meetings are at the discretion of the professor and may range from 0-15 minutes scheduled at times that the professor determines within the individual class session. Please return promptly from breaks. Absences cannot be “made up” due to the experiential nature of the course. Not all assigned readings will be reviewed in class; students are responsible for asking questions about material they do not understand.

Penalty for late work: Students will forfeit a half a letter grade when an assignment is turned in beyond the announced class deadline (beginning of class on the due date). This half a letter grade reduction will continue for each day beyond the deadline.

Class Participation is accounted for in appropriate professional participation in all of the following:
- Attendance at all class meeting times
- Completing all assigned readings prior to class
- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis of the topic forward;
- Builds on the comments and contributions of other peer colleagues;
- Transcends the “my opinion” syndrome; i.e., your contribution includes evidence (when appropriate), rationale, and reflective thinking.
- Participation in all in-class assignments and graded activities
- Any additional homework assignments
- Being prepared for active participation of all activities in this course
- Appropriate professional participation in all of the above criteria
  - Professional participation includes students refraining from engaging in non-class related activities (e.g., sleeping in class, working on their laptop or phone, side conversations, working on material not related to course content, etc.). If this behavior is witnessed by the professor, **it will not be brought to the student’s attention.** The student will find a reduction in their overall semester grade. The number of points will be at the discretion of the professor.

Students who rarely or never participate in class discussions or activities will receive a grade reduction despite attendance.

Attendance Notification Policies: Advance notification of anticipated absences is expected (phone call or e-mail) out of courtesy to the instructor and class peers. In the event of an unanticipated emergency or illness, students are responsible for notifying the instructor at the earliest opportunity via phone message or email. Students are responsible for the content of all assignments, lectures, announcements, and class discussions even when not present. Make-up tests or extra credit will not be given. If you have a conflict with an exam date, speak with the instructor at least seven days in advance.
Method of Evaluation and Grading:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10</td>
</tr>
<tr>
<td>Symbol of College Experience</td>
<td>10</td>
</tr>
<tr>
<td>Article Critique and Discussion</td>
<td>10</td>
</tr>
<tr>
<td>College Counseling Outreach Project</td>
<td></td>
</tr>
<tr>
<td>Part #1: Program Synopsis</td>
<td>10</td>
</tr>
<tr>
<td>Part #1: Bibliography</td>
<td>10</td>
</tr>
<tr>
<td>Part #2: Outreach Program Proposal</td>
<td>20</td>
</tr>
<tr>
<td>Part #3: Final Group Presentation</td>
<td>30</td>
</tr>
</tbody>
</table>

TOTAL POSSIBLE------------------------------------------100

Final Grades will be based on a point accumulation basis. Points will be converted in a percentage score based off earned points vs. total points. Your Final Grade can only be rounded up greater than or equal to .5. Hence a 93.5 will earn a grade of “A” and a 93.4% will earn a grade of “A-“.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>74 – 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73%</td>
</tr>
</tbody>
</table>

Course Policies and Expectations of Graduate Students

This is the “fine print” for which you are fully responsible for knowing and following. Please read this section of the syllabus carefully!

Academic and Professional Integrity

By accepting this syllabus, you pledge to uphold the principles of Academic Honesty and student conduct guidelines published in the Rollins College Graduate Studies Catalog, and the policies published in the current edition of the Graduate Studies in Counseling Student Handbook (both available online on the Rollins Graduate Counseling website. You also agree to abide by the current version of the American Counseling Association Ethics Code (available at www.counseling.org.). Students who are unable to perform in a reliable, competent, and ethical manner, or exhibits performance that results in being terminated by and internship or other field site, will necessitate a review by the faculty and may result in student remediation, suspension, or dismissal from the Graduate Studies in Counseling program.

Please consult the documents named above to refresh your understanding of the expectations, policies, and procedures required of students throughout their enrollment in the graduate counseling program. Students will be held to these published standards and failure to fulfill these standards may be grounds for remediation and/or dismissal from the Graduate Studies program.

Academic Honesty and Professional Conduct --

The Philosophy of the Rollins Academic Honor Code: Integrity and honor are central to the Rollins College mission to educate its students for responsible citizenship and ethical leadership. Rollins College requires adherence to a code of behavior that is essential for building an academic community committed to excellence and scholarship with integrity and
honor. Students, faculty, staff, and administration share the responsibility for building and sustaining this community.

**The Honor Pledge:** Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. The Rollins College Academic Honor Code is consistent, in philosophy, with the Code of Ethics of the American Counseling Association as well as other expectations of the profession. Therefore, as a student of Rollins College, graduate students are expected to show their commitment to these virtues by abstaining from any lying, cheating, or plagiarism in their academic endeavors and by behaving responsibly, respectfully and honorably in their social life and in relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the all work, including papers, quizzes, exams, etc., the handwritten signed statement:

*On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.*

All material submitted electronically or in paper form should contain the pledge followed by the student’s name. Submission implies signing the pledge.

**Respect for Individual Differences** – The Graduate Studies in Counseling program faculty endorses a learning climate that represents diversity and individual differences and encourages the open-minded exploration of distinctions among individuals. Students in the program are not expected to think the same way, but are expected to be accepting of differences and strive to understand how other peoples’ perspectives, behaviors, and world views are different from their own. Students’ ability to maintain an open mind and respectfully discuss and understand the values and opinions of others is a reflection of personal development and professionalism as a counselor. No person will be treated differently by faculty or student colleagues with regard to race, gender expression, color, national origin, ancestry, religion, sex, age, sexual orientation, marital and/or parental status, citizenship, military status, religion, political beliefs, height, weight, and/or mental or physical ability.

**Self-Disclosure Expectations and Guidelines** – During this and most courses in the Graduate Counseling program you will be asked to share thoughts and feelings that are personal in nature with your peer colleagues as part of a learning activity. Please remember that you are in charge of what you choose to disclose. Willingness to share concerns, reactions, fears and doubts will, most likely, assist you in gaining insight necessary to further your personal and professional development. AND, please remember that you do not have to share any information that you choose not to reveal. Generally, professors consider confidential any information that you disclose within your journals and papers or in private conversations; however, they may consult with other faculty if there are concerns about ethical, personal safety or functioning, or professional standards.

**Confidentiality** – To protect the confidentiality of clients, any case material discussed in class will be presented anonymously (without identifying information) to protect the right to privacy and maintain ethical and legal confidentiality standards. To provide a safe learning environment and create safety for student peers, guests, and professors in the class, personal information and/or reactions shared in class should be considered as confidential as client information and respected accordingly. Interns will maintain strict confidentiality according the ACA Code of Ethics (2014) by refraining from discussing case material and the personal information of others outside of class.
Professionalism and Classroom Civility – Graduate students are expected to observe a level of professional conduct in the classroom reflective of practicing mental health professionals. This extends to the use of technology when it impedes the learning process.

Talking to or interrupting other students: Students are expected to refrain from talking while attention is expected for lecture instruction or student presentations.

Students failing to act professionally will be asked to leave the class. Your final grade will reflect an unarranged absence penalty described above in the Attendance and Participation Policy section.

Please abide by the attire policy described in the student handbook. If you are unsure of your attire, please consult with a core faculty member to assure that you are meeting expectations.

Professional Association Membership – All students are required to maintain membership in the American Counseling Association throughout their enrollment in the graduate program. The emphasis in the Rollins College Counseling program is that each student is a professional who is committed to the profession of counseling. Membership in ACA also include professional liability insurance coverage, which provides protection to you and the clientele with whom you come in contact during external course assignments, pre-practicum, practicum and internship.

Incomplete Policy – Students that are unable to complete course requirements within the time limitations of this semester are responsible for initiating and proposing an arrangement for completing requirements with the professor prior to the end of this term in order to avoid failing this course. The plan for completion must be agreed upon by the professor and must be submitted in writing identifying a date when work will be completed. If the incomplete is not resolved by the end of the following semester, the incomplete grade will convert to an “F.”

Technology Policies

E-mail – All e-mail communication and dissemination of information from the professor will be via the Rollins e-mail account. This is the official means of communication used by Rollins College. Students are responsible for all information sent to their Rollins e-mail account. Students are also requested to communicate with faculty and staff using their Rollins email account to avoid losing important communications to SPAM filters. If you have problems, contact the IT Help Desk at 407-628-6363.

BlackBoard – This course instruction is accompanied by the online “BlackBoard” system. Students are responsible for checking Blackboard for information, assignments, reporting forms, reading materials, course updates and other information and resources prior to class.

Laptop Computers – Use of laptop computers in class is at the discretion of the professor and is only permitted for note taking or other class-related activities unless prior arrangements have been made with the professor. Please do not use laptops for any other reasons. Non-class use is distracting to others. Students found using laptops for other purposes, such as e-mailing, web-surfing, working on assignments, will not be permitted to use technology in class. If a student uses any electronic device not authorized as part of the classroom activity, they will be warned to turn off the device. Second offenses will result in loss of participation points without warning.

Other Technology Devices – Out of respect for the professor and your classmates, do not use cell phones or any other portable communications devices during class. Please silence or turn cell phones off to avoid disrupting others. There are times when emergencies arise and communication with family or others is necessary. In those events, please inform the professor prior to class and make provisions to leave the classroom when the situation arises. Emergency calls may be taken outside the class but frequent call interruptions will not be tolerated. If the
vibrate setting becomes a nuisance, you will be asked to turn it off completely. Texting in class is unacceptable.

**Professional Paper Formatting** – All papers are required to be submitted in the formatting style detailed in the most recent edition of the *Publication Manual of the American Psychological Association*. This includes an appropriately formatted title page, abstract, headers, heading levels, citations, and reference pages. Points will be deducted from the grade if this style format is not followed. Students should assume that these formatting components are expected for each and every assignment unless stated otherwise in the syllabus.

**Use of Student Work:** Copies of student work in this course, including copies of any submitted papers or other written work, may be kept on file for institutional research, assessment, and accreditation purposes. All work used for these purposes will be submitted anonymously as example of aggregate data.

**Students with Disabilities:** Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: http://www.rollins.edu/disability-services/ and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Disability Services Office (DSO) and scheduled online through Accommodate at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will no exceptions given unless previously approved by the DSO with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. DSO staff are available to assist with this process.

**Instructor Availability** – If, at anytime, you wish to discuss class-related concerns, particularly those may affect your performance in this course, please do not hesitate to contact me. Sometimes students are emotionally impacted by class experiences. Please feel free to consult with me along the way if you need further clarification or to process your experiences. I am very willing to set up an appointment with you at a time outside my posted office hours. Please don’t wait until it is too late to help make this course a successful and rewarding learning experience for you. Your suggestions and ideas are always welcome, both during class and outside of class. The best way to contact this instructor is via his Rollins email address. If communication is urgent please email, text, and leave a voicemail message. Thank you.

**Course and Instructor Evaluation:** At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process.
The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student’s comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

For the fall and spring terms, the online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. For the summer term, the CIE process will be open for a period of seven days for the six-week sessions. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams. Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form. Please note that independent studies, internships, and applied music courses (MUA) are excluded from the online process. Also excluded for confidentiality reasons are courses with enrollments of three or fewer students.

*The instructor reserves the right to modify the schedule and grading policy as needed*
<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Topics (Students are responsible for readings in bold)</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6/1</td>
<td>Personal Introductions, Introduction to Course &amp; Review of Syllabus, &amp; Discussion on &amp; Sign up for all Group Projects</td>
<td>Symbols of College Experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Required:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>The Specialty Field of College Counseling – Sharkin Ch. 1</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>The Primary Roles and Responsibilities of College Counselors – Sharkin Ch.2</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Overview – Grayson &amp; Meilman, Ch. 1</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>CAS Standards (counseling section)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Recommended:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>IACS - Standards for University and College Counseling Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Davis &amp; Humphrey – Chap 1, 2, &amp; 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Origins and Early Development of Mental Health Services in American Colleges &amp; Universities – Reinhold</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>6/8</td>
<td>Historical Implications of Student Development &amp; Student Development Theory</td>
<td>My Life Through Chickering Handout</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Required:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Chickering’s Theory of Identity Development – Evans, et al., Ch. 4 (on BlackBoard)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Developmental Considerations – Grayson &amp; Meilman, Ch. 2</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Recommended:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Historical Overview of American Higher Education – Thein, J. R.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Development of Student Affairs – Nuss, E. M</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6/15</td>
<td>Outreach Programming &amp; College Counseling Roles</td>
<td>Program Synopsis</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Required:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Outreach Programming from the College Counseling Center – Davis &amp; Humphrey – Ch. 12.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Additional Roles and Contributions on Campus – Sharkin Ch.3</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Professional Activities of College Counselors – Sharkin Ch. 4</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Recommended:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Building Effective Campus Relationships – Davis &amp; Humphrey, Ch. 13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outreach by college counselors: Increasing student attendance at presentations – Marks &amp; McLaughlin</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Promoting prevention through outreach and consultation – Archer &amp; Cooper</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Guest Speaker (4:00): Renée N Treviranus, LCSW, CAP, QCS, Substance Abuse Counselor, Rollins College CAPS</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>6/22</td>
<td>Introduction to Clinical Issues</td>
<td>My Sophomore Year EcoMap</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role Plays</td>
<td>(use the article and the example on BB to assist you with this)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Required:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Ecomap – Logan, Freeman, &amp; McRoy</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Relationships – Grayson &amp; Meilman, Ch. 6</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Academic Difficulties – Grayson &amp; Meilman, Ch. 10</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Stress – Grayson &amp; Meilman, Ch. 8</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Family Problems – Grayson &amp; Meilman, Ch. 5</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Guest Speaker (4:00): Maeghan Rempala - Community Standards and Responsibility</strong></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Role Plays</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>5</td>
<td>6/29</td>
<td>College Counseling and Ethical Issues</td>
<td>Required:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*FERPA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Legal and Ethical Issues – Grayson &amp; Meilman, Ch. 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Alcohol, Drugs, and Other Addictions – Grayson &amp; Meilman, Ch. 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Eating Disorders – Grayson &amp; Meilman, Ch. 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Sexual Victimization – Grayson &amp; Meilman, Ch. 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Recommended:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Highly Destructive College Student: Some Clinical, Ethical and Disciplinary Considerations – Amada</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Guest Speaker (4:00): Ken Miller, Director of Campus Safety</td>
</tr>
<tr>
<td>6</td>
<td>7/6</td>
<td>College Counseling and Cultural Competence</td>
<td>Required:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Being a Diversity-Competent College Counselor - Sharkin Ch. 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Diversity Issues – Grayson &amp; Meilman, Ch. 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Sexual Concerns – Grayson &amp; Meilman, Ch. 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Recommended:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Using the Multiple Lenses of Identity: Working With Ethnic and Sexual Minority College Students – Estrada &amp; Rutter</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Culturally Engaging Campus Environments Model- A New Theory of Success - Museus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Speaker (4:00): Leon Hayner, Director of Residence Life, Rollins College</td>
</tr>
<tr>
<td>7</td>
<td>7/13</td>
<td>Challenges, Clinical Issues, Crisis and Transition</td>
<td>Required:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Special Challenges for College Counselors – Sharkin Ch. 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Depression and Anxiety – Grayson &amp; Meilman, Ch. 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Suicide and Suicidal Behaviors – Grayson &amp; Meilman, Ch. 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Review Document: “College Crisis Assessment &amp; Intervention”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Recommended:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessing the Campus’ Ethical Climate: A Multidimensional Approach – Banning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Interviewing College Students in Crisis – Hersh</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Strategies for Effective Psychiatric Hospitalization of College and University Students – Rockland-Miller &amp; Eells</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Comprehensive College Student Suicide Assessment: Application of the BASIC ID – Paladino &amp; Barrio</td>
</tr>
<tr>
<td>8</td>
<td>7/20</td>
<td>College Counseling and Crisis Cont.</td>
<td>Required:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*The Future Outlook -Sharkin Ch. 7</td>
</tr>
</tbody>
</table>

Syllabus and Schedule Subject To Change