

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: DEPARTMENT OF COUNSELOR EDUCATION

COLLEGE: EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX **MHS** COURSE NUMBER **5608** LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT NMALDONADO@FAU.EDU)

COMPLETE COURSE TITLE: APPRECIATIVE ADVISING AND HELPING SKILLS FOR ACADEMIC ADVISORS

EFFECTIVE DATE

(first term course will be offered)

CREDITS² :3

TEXTBOOK INFORMATION:

Bloom, J. L., Hutson, B. L., & He, Y. (Eds.) (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing LLC.

Erford, B. T., Eaves, S. H., Bryant, E. M., & Young, K. A. (2010). *35 techniques: Every counselor should know*. Upper Saddle River, NJ: Merrill.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

This course is designed to familiarize learners with Appreciative Advising and the development of essential communication and interpersonal relations skills that help students optimize their educational and career objectives.

PREREQUISITES*:

Permission of Instructor

COREQUISITES*:

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD)

Faculty contact, email and complete phone number:

Elizabeth Villares, Ph.D.

evillare@fau.edu

772-321-2220

Please consult and list departments that might be affected by the new course and attach comments.³

Approved by:

Department Chair: _____

College Curriculum Chair: _____

College Dean: _____

UGPC Chair: _____

Graduate College Dean: _____

UFS President: _____

Provost: _____

Date:

2/13/15

3/11/15

3/11/15

3/16/15

3/25/15

1. Syllabus must be attached; see

guidelines for requirements:

www.fau.edu/provost/files/course_syllabus.2011.pdf

2. Review Provost Memorandum:

Definition of a Credit Hour

www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf

3. Consent from affected departments

(attach if necessary)

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION
FLORIDA ATLANTIC UNIVERSITY**

**MHS 5608
APPRECIATIVE ADVISING AND HELPING SKILLS FOR POSTSECONDARY ACADEMIC ADVISORS
Semester/year - 3 credits**

Instructor:
E-mail:

Phone:
Office Hours:

Class: Campus, Room, Day, and Time

COURSE DESCRIPTION

This course is designed to familiarize learners with Appreciative Advising and the development of essential communication and interpersonal relations skills that help students optimize their educational and career objectives.

Prerequisites: Permission of Instructor

REQUIRED READINGS & MATERIALS

Required textbook:

Bloom, J. L., Hutson, B. L., & He, Y. (Eds.) (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing LLC.

Mozdzierz, G. M., Peluso, P.R., & Lisecki, J. (2014). *Principles of Counseling and Psychotherapy: Learning the Essential Domains and Nonlinear Thinking of Master Practitioners*. New York, NY: Routledge.

Readings as assigned

You are expected to access library and Internet resources to complement the textbooks.

REQUIRED RESOURCES: LIVETEXT

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

FAU Student Learning Outcome Assessments: Content Knowledge, Communication, and Critical Thinking
CACREP Postsecondary Counseling Standards: 2. Contextual Dimensions - H, I, and M; 3. Practice – U, V, W, X, and Y

CONCEPTUAL FRAMEWORK

As a reflective decision-maker the candidate will demonstrate the ability to effectively engage and advocate for students from diverse backgrounds (race, ethnicity, gender, language and culture, exceptionalities, socioeconomic class, sexuality, religious diversity, ecological identity, and positionality) as reflected in class participation, discussion, and completion of assigned tasks and projects. The candidate will demonstrate their ability to: a) make informed decisions, b) exhibit ethical behavior, c) provide evidence of being an empathetic and d) capable professional by engaging in cross-cultural communication and collaboration. All candidates will receive written and verbal feedback on their work from their instructor and peers throughout the course.

COURSE OBJECTIVES

At the conclusion of the course students will be able to:

1. Discuss the theoretical framework and phases of Appreciative Advising.
2. List and describe effective responses that facilitate communication.
3. Describe how communication skills are used in problem-solving strategies.
4. Describe how interpersonal conflicts can be managed and resolved through communication strategies.

5. Identify the characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders.
6. Identify the signs and symptoms of substance abuse in individuals in postsecondary educational settings.
7. Discuss the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in postsecondary education.
8. Explain methods for collaborating within the postsecondary community to develop programs and interventions to promote the academic, social, and career success of individuals in postsecondary educational environments.
9. Explain how to the design, implement, and evaluate programs and services offered in postsecondary educational environments.
10. Identify strategies to assist individuals in postsecondary educational settings with personal/social development.
11. Select interventions related to a broad range of mental health issues for individuals in postsecondary educational settings.
12. Refer to strategies for addiction intervention, prevention, and outreach for individuals in postsecondary educational settings.

COURSE REQUIREMENTS

1. Participation and professional conduct in online discussions/activities/training sessions.
2. Prepare an Appreciate Advising Paper.
3. Prepare and facilitate a group presentation.
4. Completion of a mid-term and final exam.

COURSE EVALUATION

Grades will be assigned based on points earned.

▪ Online discussions/activities/class meetings	100 points
▪ Appreciative Advising Paper	50 points
▪ Group Presentation	50 points
▪ Mid-term and Final Exam	100 points
	<u>TOTAL: 300 Points</u>

GRADING SCALE

A = 300-282 pts.	B+ = 268-260 pts.	C+ = 238-230 pts.	D+ = 208-200 pts.	F = 179 – 0 pts.
A - = 281-269 pts.	B = 259-248 pts.	C = 229-218 pts.	D = 199-188 pts.	
	B- = 247-239 pts.	C- = 217-209 pts.	D- = 187-180 pts.	

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The instructor determines the effect of absences upon grades, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

CLASSROOM ETIQUETTE

The university expects students to demonstrate respect in class by not talking or interrupting when the instructor or another student has the floor, and by refraining from behavior that is disrespectful such as texting, phone calls, searching the internet, playing internet games, etc.. The university policy on the use of electronic devices is quite clear. It states: *“In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.”*

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University’s established grievance procedure regarding alleged discrimination.

INFORMATION FOR STUDENTS WITH DISABILITIES

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – LA 203 (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

CODE OF ACADEMIC INTEGRITY POLICY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one’s own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at <http://www.fau.edu/regulations/chapter4/4.001> Code of Academic Integrity.pdf

DEPARTMENT ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department’s and the University’s policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook is available for download on the Department of Counselor Education website and includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outline policies.

METHODS OF INSTRUCTION

This course uses a variety of teaching methods including PowerPoint presentations, readings, email, Internet resources and Web-based instruction through Blackboard. Students will receive ongoing feedback from the course instruction throughout the semester.

LEARNING SUPPORT SERVICES

Information on university resources available to support student learning is available on Blackboard. Specific links and resources for the (a) Library Services, (b) Center for Learning and Student Success (CLASS), (c) Office for Students with Disabilities, (d) Center for Teaching and Learning, (e) FAU Institutional Review Board (IRB), and (f) the University Writing Center are provided by selecting the Learning Support Services link on the course menu.

MAKE UP POLICY

Late assignments will result in a daily point deduction as outlined in the assignment descriptions. Assignments more than five days late will not be accepted. Students must complete all assignments and meet expectations on all evaluations in order to earn a grade in the course.

DISTANCE LEARNING REQUIREMENTS

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, and Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be **emailed** to the instructor on the **scheduled due date** (see course content and outline).
7. When scheduled, students are expected to make their initial posts on the discussion board by **TIME and DAY** and fulfill their discussion board responsibilities by **TIME and DAY**.
8. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
9. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
 - a. Cheating
 - b. Plagiarism
 - c. Misrepresenting information or failing to give proper credit for citations used
 - d. Participating or facilitating acts of academic dishonesty by others
 - e. Unauthorized prior possession or sharing of examinations
 - f. Submitting the work or tampering with the work of another person
10. Students will receive feedback on assignments from the instructor via **email and Livetext.com**. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
11. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id= 107_1 if you experience login or connection issues.
12. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the Internet.

TECHNICAL RESOLUTION POLICY

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait to the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. Should a problem occur, it is essential you take immediate action to document the issue so your instructors can verify and take appropriate action regarding a resolution. Please take the following steps should a problem occur:

1. If you can, make a Print Screen of the monitor when the problem occurred. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, click the appropriate links below.
 - o For PC users ([video](#) or [script](#))
 - o For MAC users
2. Complete a Help Desk ticket at <http://www.fau.edu/helpdesk>. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
 - o Select "Blackboard (Student)" for the Ticket Type.
 - o Input the Course ID.
 - o In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).

- Attach the Print Screen file, if available.
- 3. Send an email within Blackboard to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
- 4. If you do not have access to Blackboard, send an email to your instructor with all pertinent information of the incident (2b-d above).
- 5. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
- 6. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

REFERENCES

- Bailey-Taylor, A. (2009, July 8). Advising adult students: Connecting Schlossberg's Transition Theory to the Appreciative Advising model. *The Mentor: An Academic Advising Journal*. Retrieved from <http://dus.psu.edu/mentor/old/articles/090708ab.htm>
- Bloom, J. L., Hutson, B. L., He, Y., Amundsen, S., Buyarski, C., Christman, P. D., ... Kucharczyk, L.M. (2009, April 22). How eight institutions have incorporated appreciative advising. *The Mentor: An Academic Advising Journal*. Retrieved from <http://dus.psu.edu/mentor/old/articles/090422jb.htm>
- Hall, L. R. (2008, July 23). Appreciative Advising: How the Academic Centers for Excellence at the University of South Carolina are using this breakthrough concept. *The Mentor: An Academic Advising Journal*. Retrieved from <http://dus.psu.edu/mentor/old/articles/080723lh.htm>
- He, Ye. (2009). Strength-based mentoring in pre-service teacher education: a literature review. *Mentoring & Tutoring: Partnership in Learning*, 17(3), 263-275.
- Kamphoff, C.S., Hutson, B.L., Amundsen, S.A., & Atwood, J.A. (2007). A Motivational/Empowerment Model applied to students on academic probation. *Journal of College Student Retention: Research, Theory, and Practice*. 8(4), 397-412.
- Kitzrow, M. A. (2014). The mental health needs of today's college students: Challenges and recommendations. *Journal of Student Affairs Research and Practice*, 41(1), 167-181.
- Lawson, T. (2009, July 22). Disarm: The art of first impressions. *The Mentor: An Academic Advising Journal*. Retrieved from <http://dus.psu.edu/mentor/old/articles/090722tl.htm>
- Lyons, R., Sandeford-Lyons, S., Singleton Jackson, A. E. (2010). Examining the appreciative advising model for student athlete advising. *Academic Athletic Journal*, 21(1), 23-35.
- Palmer, E. (2009, June 17). Disarming the armed: Appreciatively advising unhappy students. *The Mentor: An Academic Advising Journal*. Retrieved from <http://dus.psu.edu/mentor/old/articles/090617ep.htm>
- Redfern, K. (2008, November 4). Appreciative advising and the nontraditional student. *The Mentor: An Academic Advising Journal*. Retrieved from <http://dus.psu.edu/mentor/old/articles/081104kr.htm>
- Strain, A. L. (2009, October 7). What message is your office space conveying to students? *The Mentor: An Academic Advising Journal*. Retrieved from <http://dus.psu.edu/mentor/old/articles/091007as.htm>
- Truschel, J. (2008). Does the use of appreciative advising work? *Learning Assistance Review*, 12(2), 7-16.

COURSE CONTENT & OUTLINE

The content and/or activities for each week are described below.

Meeting	TOPICS	READINGS	ASSIGNMENTS
1	Course Orientation and Introduction	Chapter 1	Orientation Assessment
2	Theoretical Framework of Appreciative Advising Techniques for Brief Counseling Approaches	Chapter 2 Mozdzierz et al. – Chs. 1-3	Discussion Board
3	Phases of Appreciative Advising Overview	Chapter 3 Mozdzierz et al. – Ch. 4-5	Discussion Board
4	Disarm Phase Creating warm, safe, comfortable environments,	Chapter 4 Mozdzierz et al. – Ch. 6-7	Discussion Board

	appropriate self-disclosure		
5	Discover Phase Effective questioning, attending behavior, active listening, story reconstruction	Chapter 5	Discussion Board
6	Dream Phase Creating powerful Images	Chapter 6 Mozdzierz et al. – Ch. 8-9	Discussion Board
7	Design Phase Decision making, positive feedback Making appropriate referrals	Chapter 7 Mozdzierz et al. – Ch. 10	Discussion Board
8	Mid-term		Exam on Blackboard
9	Deliver Phase Energizing students, implementing action plans, follow up and monitoring	Chapter 8 Mozdzierz et al. – Ch. 11	Discussion Board
10	Don't Settle Phase Facing challenges and providing support	Chapter 9 Mozdzierz et al. – Ch. -12-13	Discussion Board
11	Applications of Appreciative Advising Program examples, key features, and results	Chapter 10	Appreciate Advising Paper
12	Appreciative Advising Program Development Program Initiation, strategic planning, strengths and resources, program improvement	Chapter 11	Discussion Board
13	Appreciative Advising Program Evaluation Evaluation design, data collection and analysis Professional Development	Chapter 12	Discussion Board
14	Group Presentations		
15	Final Exam		Exam on Blackboard

ASSIGNMENT: DISCUSSION BOARD/ACTIVITIES/TRAINING SESSIONS

Description: The student will participate on Blackboard site as indicated on the *Course Content and Outline*. Participation is designed to familiarize learners with Appreciative Advising and the development of essential communication and interpersonal relations skills that help students optimize their educational and career objectives.

Procedures and Evaluation: Students are required to attend all class meetings, view PowerPoint presentations, complete lesson activities, respond to prompts on the discussion board and provide feedback to classmates. Students will earn up to 100 points for their participation and completion of all assigned activities.

ASSIGNMENT: APPRECIATIVE ADVISING PAPER

Description: Students will review the Appreciate Advising literature and prepare a 8-10 page research paper discussing the application and outcomes of Appreciate Advising and/or program initiatives. A minimum of 10 research articles must be reviewed and included in your paper. All articles should be no more than 10 years old and five must be within the past five years.

Procedures and Evaluation: All papers must follow APA style and follow the assignment template provided by the instructor. Students will submit their paper electronically by 11 pm on the designated due dates as listed on the course outline. Students will earn up to 50 points for their paper.

ASSIGNMENT: GROUP PRESENTATIONS

Description: Student will prepare and deliver a group presentation related to advising at risk college-age students.

Procedures and Evaluation: Student groups will select an at-risk student population and discuss the characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders as well as identify the signs and symptoms of substance abuse in individuals in postsecondary educational settings. Students will earn up to 50 points for their group presentation.

ASSIGNMENT: COURSE EXAMS

Description and Evaluation: Students will demonstrate their mastery of content knowledge of the course material by completing a mid-term and final exam. Questions will stem from the course materials, assigned readings, and course discussions. Students will earn up to 50 points for each exam.