

OLD DOMINION UNIVERSITY
Educational Leadership and Counseling
Summer Institute Format
June 13-18, 2005

COURSE DESCRIPTION

Instructor: Dr. Alan M. "Woody" Schwitzer
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1. Course Number: COUN 807

2. Course Title: Adult and College Student Development

3. Catalogue Course Description: Exploration of ways adults construct meaning, including intellectual, moral, and personality development. Gender and culture highlighted as they affect knowing. Applications to counseling, college student affairs work, administration, and leadership.

4. Course Competencies:

Goal: To develop a working knowledge of the major developmental theories and conceptual approaches associated with college student personnel work and college student counseling.

Objectives:

- Understand purposes, roles, uses, and limits of college student development theory in college student affairs, administration, and counseling work
- Understand the elements of developmental theory as applied to college students, late adolescents, young adults, and adults
- Distinguish among college student development, adjustment, and learning outcomes
- Understand the concept of "autonomy" and psychology perspectives on young adult development
- Become familiar with the traditional college student development theorists and understand the traditional college student development theories, including:
 - Chickering
 - Erikson
 - Kohlberg & Gilligan
 - Piaget & Perry
- Understand recent, current, and evolving college student development theoretical approaches
- Understand inclusive models of college student development for specialized campus populations and constituencies
- Begin developing skill applying theory to college student practice
- Understand major concepts of college adjustment and college student learning for young adults and adults generally, and specialized student populations, including:
 - Academic adjustment, Institutional adjustment, and student learning
 - Social adjustment
 - Personal-emotional adjustment
- Understand conceptual approaches to identifying, assessing, and intervening with college student adjustment concerns and psychological difficulties

5. Course Requirements and Course Overview:

This class presents college student counseling/student affairs work and counselor education from the viewpoint that effective practice is conceptually-based. The course is designed to introduce advanced students in higher educational leadership to the theoretical knowledge-base, attitudes, conceptually-driven skills required for effective college student counseling, student affairs practice, and administration.

Each class meeting will comprise a combination of lecture, discussion, and learning activities such as: instructor and learner demonstration, exercises, activities, and practice with case studies – at times in whole-class, individual, small group, or team formats. The balance of specific class meetings will vary depending on the topic and learning needs. Of course, lecture and discussion will be one key element of each class meeting.

The course includes several broad content areas: (a) general introduction to the developmental

perspective and college student development in particular; (b) the psychological view of adolescent, young adult and adult development; (c) major traditional theoretical approaches; (d) recent, current, evolving, and inclusive models of development; (e) models of college student adjustment and learning; and (f) models of college student adjustment concerns and psychological difficulties.

Students are expected to (1) read all assigned readings from course texts in advance of the institute and all additional readings provided each day of the class week in advance of the next class meeting; (2) actively participate in class discussions, demonstrations, practice, and activities; and (3) contribute professional experiences and case material as appropriate during the institute.

All assignments and work must be submitted: according to requirements or detailed guidelines to be provided in class meetings; in professionally appearing form; following APA style guidelines where relevant; and on-time. All students are expected to have access to email, and competency with personal use information and communication technology, including word processing, presentation technology, and electronic searching.

Course Requirements and Grading:

• Attendance and Participation	10%
• In-class Reflective Writing Assignments	10%
• Saturday Summary Exam	20%
• Personal Reflection Case Write-up	25%
• Major Project: Community College Student Case Analysis	25%

Attendance and Participation

This summer institute course should be engaging, stimulating, and an enjoyable learning experience! Class attendance and full active participation during the entire class sessions are required. Students are expected to both attend class and actively participate in discussions and activities.

In-Class Reflective Writing Assignments

Each class meeting will conclude with a brief in-class reflective writing assignment. Each assignment provides students the opportunity to reflect on and integrate learning during the day's activities. These assignments will produce informal reflective writing showing integration and will be completed before leaving for the day. Formal writing style, citations, adherence to APA format, etc., will not be required for these short responses.

Saturday Summary Exam

This will be an assessment of content learning and knowledge development from pre-assigned readings and participation in the weeklong class. The exam will cover material from the texts and other assigned readings, lecture, and class activities. Students are responsible for bringing to class questions about readings and lectures. The exam will focus on a basic understanding of college student and young adult development; adjustment; learning; and difficulties. The exam will be designed appropriately to assess learning from within the institute format.

Personal Reflection Case Write-up

This will be an opportunity for student learning and application, and instructor assessment of: knowledge, understanding, and ability to apply class concepts and models. Students will prepare a report answering several questions about their own college student development, and several questions reflecting on their own college adjustment. (Students preferring an alternative writing assignment should meet with the instructor.)

The special learning goals, learning benefits, and challenges of conceptualizing experiences of the self will be discussed in class. Specific details and requirements of the assignments will be provide in class during the institute week. Portions of class meetings during the week will be devoted to project development. Students should leave the institute week with a clear outline and foundation, and will have made clear headway toward writing a final version of the paper at home after the institute week.

Major Project: Community College Student Case Analysis

The major project comprises several parts: Students will: (1) select one topic from the course content (an aspect of development, adjustment, learning, or difficulties), (2) select a community college student population, (3) design and conduct a structured interview related to the selected topic with 1 learner from the selected population, (4) form and collect written assessments related to the topic from the same learner, and (5) prepare a report that introduces the topic, explains the population, gives a brief literature summary introducing the topic, and then provides a summary of findings.

Specific details and requirements of this assignment will be provided in class during the institute week. Portions of class meetings during the week will be devoted to project development. Students should leave the institute week with a clear plan for topic, population, structured interview, and objective assessment and will have made clear headway toward implementing and completing the project at home after the institute week.

6. Accommodating Students with Special Learning Needs: In accordance with university policy, a student who wishes to receive some instructional accommodation, because of a documented sensory and/or learning disability, should meet with the instructor to discuss accommodations.

7. Class attendance is a central part of learning and skill development in this course. Students are expected to arrive on time, attend entire class meetings, contribute to class discussions, and actively participate in activities, exercises, demonstrations, and practice sessions.

8. Grading:

92-100 points=A	80-81 points=B-
90-91 points=A-	78-79 points=C+
88-89 points=B+	72-77 points=C
82-87 points=B	70-71 points=C-

9. Honor Pledge: “I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned.” By attending ODU you have accepted the responsibility to abide by this code. This is an institutional policy approved by the Board of Visitors.

10. Office Hours: Arranged with class meeting schedule and by email.

11. Course Sequencing and Prerequisites: Permission of instructor is a prerequisite for this course.

12. Class References:

American Psychological Association. (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC: Author.

Knefelkamp, L., Widick, C., Parker, C. A., & Associates. (1978). Applying new developmental findings. Washington: Jossey-Bass.

Schwitzer, A., Ancis, J., & Brown, N. (2001). Promoting student learning and student learning at a distance. Washington: American College Personnel Association.

Additional class readings will be assigned and distributed during institute class meetings.

PROFESSIONAL DISCLOSURE STATEMENT

Instructor: Alan M. “Woody” Schwitzer, Ph.D., Associate Professor of Educational Leadership and Counseling, Licensed Psychologist (VA), Counseling Program Director. *Education:* Ph.D. in Counseling Psychology from Virginia Commonwealth University; Doctoral Internship at University of Texas at Austin; Master’s in Counseling

Psychology from VCU; Bachelor's in Psychology from Big East Powerhouse Virginia Tech. *Professional History:* Assistant Director, Tulane University Counseling & Testing Center; Training Director and Asst. Professor, James Madison University Counseling and Student Development Center. *Specialities include:* (1) University and College Student Adjustment, Development, Learning, and Counseling; (2) Diagnosis, Case Conceptualization and Treatment Planning. *Primary theoretical orientation:* contemporary psychodynamic; secondary theoretical orientations: humanistic and integrative approaches. *Professional offices:* Associate Editor, Book & Media Editorial Board, American College Personnel Assoc.; Past Editorial Board Member, Journal of College Student Development; Past Membership Chair, SOHSE. *Most recent scholarship:* Promoting student learning and student development at a distance... (with Ancis & Brown); articles addressing college student adjustment, college counseling, specialized college populations, and counselor education approaches in national journals including Counselor Education and Supervision, Journal of American College Health, Journal of Counseling & Development, Journal of College Student Development, Journal of College Student Psychotherapy, Journal of The First-Year Experience and Student Transitions. Dr. Schwitzer also is a private practitioner and consultant, and lives on the Lafayette River with his wife, 2 dogs, & john-boat.

THE CONCEPTUAL FRAMEWORK:
EDUCATOR AS PROFESSIONAL

Old Dominion University's major purpose in its education program is to prepare individuals who have knowledge of their discipline, ability to practice state-of-the-art instruction with students of various cultural and socioeconomic backgrounds and attitudes that reflect commitment to teaching and learning as well as lifelong professional growth and development. The Conceptual Framework, Educator As Professional, reflects the development of professional educators who can use their pedagogical and academic abilities to educate all students.