

## **ECHD 3010 Paraprofessional Helping Strategies**

Fall 2008, Section 1 Course Syllabus  
University of Georgia

**Facilitator:** Stephen Rogers  
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**Office Hours:** MWF 9am-10am

**Class time:** Monday/Wednesday from 10:00am – 12:00pm

**Location:** ECV Conference Room

### **Catalog Description:**

Development of basic skills needed by student peer helpers and other paraprofessionals in various educational settings.

### **Course Description:**

The purpose of this course is to provide training and development for the Department of University Housing's residential student staff. Participants in this course will be exposed to leadership and student development theory, practical strategies related to building community among their residents, and resources to support the achievement of these goals. This course will aid the C.L.A.S.S. Advocate (CA) or Resident Assistant (RA) in the application of the department's mission and vision statements, as well as outline performance expectations in areas such as resident education, student discipline and day-to-day administration.

### **Objectives and Goals:**

1. The CA or RA will fully understand the mission, vision and expectations of the Department of University Housing as it pertains to their job.
2. The CA or RA will become familiar with the unique challenges and opportunities provided by residence hall living and the role that he/she plays in promoting the development of his/her residents.
3. The CA or RA will be able to identify basic attitudes, needs, and values of today's college student and explore the factors that are most influential on students today.
4. The CA or RA will learn to promote an appreciation for individual and group differences within the campus culture and sub-cultures.
5. The CA or RA will develop a plan for establishing true community among residents.
6. The CA or RA will explore personal leadership styles.
7. The CA or RA will be introduced to basic student development theories.

### **Methods of Instruction:**

Lecture, required readings, case studies, class discussion, student presentations and guest lectures.

### **Texts:**

- Blimling, G. (1999). *The resident assistant* (5<sup>th</sup> ed.). Dubuque, IA: Kendall/Hunt Publishing.
- Blimling, G. (2003). *The resident assistant* (6<sup>th</sup> ed.). Dubuque, IA: Kendall/Hunt Publishing

Students will be given one (1) copy of one of the editions of the text listed above. The student is required to return the textbook at the completion of the course, or upon withdrawal from the course. Failure to do so will result in the student being required to pay the cost of replacing the textbook.

### **Class Participation and Attendance:**

It is important in this course that you participate by sharing your thoughts and reactions to readings, speakers, and general class discussions. The input of each student is valued and valuable. Therefore, active and thoughtful participation is necessary. Your attendance for the full class period is expected, and you are responsible for everything that is covered, distributed, or announced during class.

The Department of University Housing believes that peer to peer learning, dialogue and teaching plays a vital role in education. Based on this belief, attendance and active involvement is expected in all class sessions. Your attendance strongly influences your grade for class participation, as you will provide verbal feedback to your classmates on their presentations. Students with two or more absences are unlikely to earn a grade higher than B. Students are allowed no more than three (3) absences, including both excused and unexcused absences. On the fourth absence, a student may be withdrawn from the course with a grade of W or WF (a grade of WF will be assigned after midpoint). Do not regard these absences as "personal free days." These are only to be used in cases of illnesses or family emergencies. In some cases, verification may be required.

Your instructors may grade your attendance and participation differently than other instructors for the course. The manner in which your instructor(s) will grade your participation will be provided to you during the first class session.

Turn **off** cell phones and pagers prior to class.

### **Activities and Assignments:**

Assignments are due at the *beginning* of class on the dates indicated on the schedule. Late assignments may receive little or no written feedback and will receive a lower grade unless we have made other arrangements *prior to class*.

Each assignment or project will have an instruction sheet with detailed information that will be given out in class separately.

Students will be provided with reading assignments for each class session. These materials are designed to introduce the students to professional literature in the field of Student Development and foster discussion about issues important to working with college students. Students are expected to read the material as assigned, as well as be prepared to actively discuss the material during the assigned course session.

Additional readings may be placed on reserve throughout the semester. There is a substantial amount of reading for this course. To accomplish all of it, you will need to plan your schedule carefully.

### **One-Minute Papers:**

At the end of each class session, students will be given the opportunity to express questions or issues they have regarding the class topic or materials. This also serves as an opportunity to give anonymous feedback to the instructors. The papers will be turned in at the end of each class period for review by the instructor.

### **Evaluation:**

Contribution to the Class as a Learning Community:

Attendance and Participation (See rubric that follows for explanation)	8% (80 points/5 points per class)
Sociogram Exercise/Presentation	10% (100 points)
Programming Exercise/Presentation	10% (100 points)
Journal Entries	10% (100 points/25 points per journal)
Breaking Boundaries Exercise/Presentation	30% (300 points)
Portfolio	32% (320 points)
<hr/> Total	<hr/> 100% (1000 points)

### **Grading scale:**

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940 – 1000 points or 94 - 100 percent = A  
 939 – 900 points or 93 – 90 percent = A-  
 899 – 870 points or 89-87 percent = B+  
 869 – 840 points or 86 – 84 percent = B  
 839 – 800 points or 83 – 80 percent = B-  
 799 – 770 points or 70-77 percent = C+  
 769 – 740 points or 76 – 74 percent = C  
 739 – 700 points or 73 – 70 percent = C-  
 699 – 670 points or 69 – 67 percent = D+  
 669 – 640 points or 66 – 64 percent = D  
 639 – 600 points or 63 – 60 percent = D-  
 599 – 0 points or 59-0 percent = F

About grading:

- An "A" paper or presentation is excellent, and very strong in every sense. It represents a very solid job in addressing all aspects of the assignment, shows complex thinking and insight, and is well-written and generally free from errors (typographical, grammatical, etc.).
- A "B" paper or presentation is good. It has some weaknesses in one of more of these areas but is well done overall. A "B" is a perfectly reasonable grade in this course.
- Lower grades are assigned to papers with more significant weaknesses in the areas noted above.

All papers turned in for this class should be typed, double-spaced, in 12-point Times New Roman font, with 1-inch margins. Excessive typographical and grammatical errors detract from your work and will be reflected in your grade.

Incompletes are not given except for major emergencies (e.g., hospitalization) late in the term and only after consultation and mutual agreement upon a contract specifying when the work will be completed. Incompletes will not be granted simply because more time is desired to complete the assignments or one wishes to complete the course during a subsequent semester.

**Participation:**

Eight percent of the grade is determined through class attendance, participation and contribution. Active class participation will yield a higher percentage of grade points than simply showing up will. High quality participation is essential and will be evaluated in the following manner:

- *Excellent* – proactive thoughtful participation through offering original ideas, a synthesis of ideas from class, other authors' ideas, relevant research findings, real-world applications, information from the halls, etc. that reflect serious study, thought, evaluation, and analysis of the topic under consideration. This does not mean dominating discussion or talking off the topic. Proactive and reflective participation is valued because it broadens and deepens discussion. [4-5 points]
- *Satisfactory* – reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or participation that reflects uninformed opinion. [2-3 points]
- *Minimally acceptable* – passive participation, including being present and attentive, but not actively involved. [1 point]
- *Unsatisfactory* – uninvolved, including being absent, late, or present but not attentive (i.e.: doing other work during class time), or making irrelevant contributions that inhibit the progress of the discussion. [0 points]

**Academic Integrity:**

You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in UGA's Student Handbook.

*All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.*

Utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course.

Please read the Academic Honesty Policy, available at [http://www.uga.edu/ovpi/academic\\_honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm)

**Students with Disabilities**

If you have a documented disability, are registered with the Disability Services Office (<http://www.dissvcs.uga.edu/>), and are entitled to accommodations, please inform me as soon as possible.

**E-mail Account:**

Announcements and additional readings will be distributed via e-mail. Please check your account regularly. Your UGA email account will be the account your instructor uses to reach you with email messages. Be certain to check it on a regular basis.

**Final Exam Schedule for ECHD 3010 for Fall 2008:**

**Section 1: Monday and Wednesday from 10:00am – 12:00pm**

Exam: Wednesday, December 17<sup>th</sup> from 8:00am – 11:00am

DATE	TENTATIVE SCHEDULE (subject to change)
Week One, Class One  Mon. Aug. 18  <b>Unit One: Being an RA/CA</b>	<b>Introduction to ECHD 3010</b> Welcome/Class Overview/Ice Breaker Discussion/roundtable: How are things going; any issues; etc Introduction to Housing, Student Affairs Overview of departmental organizational structure Review Departmental Mission Statement <b>One minute paper</b>  <b>Read for next class:</b> <ul style="list-style-type: none"> <li>• Blimling, chapters 1, 6 &amp; 19 (5<sup>th</sup> edition); 1, 7 &amp; 20 (6<sup>th</sup> edition)</li> <li>• PAPERCLIP COMMUNICATIONS handouts: "Working with Specific Populations," and "Serving as an Institutional Representative"</li> <li>• "The History of Residence Halls" handout</li> <li>• "Living On Campus" handout</li> </ul>
Week One, Class Two  Wed. Aug. 20	<b>Community Development and Programming, Part I</b> Discussion/roundtable: How are things going; any issues; etc What is community development? Positions in housing (CA, DA, OA, RA, VCA, VPA) and how they relate to community development Social and academic transition issues for student populations: first-year students, transfers, athletes, international, disabled, etc.  <b>Judicial Programs Presentation</b> Brandi Williams and Sarah Sapinski (10:30am – 11:30am)  <b>Introduce and discuss Project One: Sociogram Exercise</b> <b>Due Week Three, Class One (Wednesday, Sept. 3)</b>  <b>Read for next class:</b> <ul style="list-style-type: none"> <li>• Blimling, chapter 18 (5<sup>th</sup> edition); chapter 19 (6<sup>th</sup> edition)</li> <li>• Astin handout</li> <li>• Maslow section of <i>California Alumni Association</i> handout</li> <li>• PAPERCLIP COMMUNICATIONS handout: "Being an Academic Role Model"</li> </ul>
Week Two, Class One  Mon. Aug. 25	<b>Community Development and Programming, Part II</b> Discussion/roundtable: How are things going; any issues; etc Programming in a different light – <b>BRING SURVEY INFORMATION</b> Organizing the job (planning ahead, time management, balance) Discussion/review: The First Floor Meeting – how was it? <b>One minute paper</b>  <b>University Health Center: Sexual Health Presentation</b> Katy Janousek, Sexual Health Coordinator (10:30am – 11:30am)  <b>Introduce and discuss Project Two: Program Planning and Execution</b> <b>Due Week Seven, Class One (Wednesday, Oct. 1)</b>  <b>Read for next class:</b> <ul style="list-style-type: none"> <li>• Blimling, chapters 7 &amp; 8 (5<sup>th</sup> edition), chapters 8 &amp; 9 (6<sup>th</sup> edition)</li> <li>• PAPERCLIP COMMUNICATIONS handout: "Sexual Assault and Date Rape"</li> </ul>
Week Two, Class Two  Wed. Aug. 27	<b>Serving Our Students, Part I</b> Discussion: What issues are we seeing? Where might they be coming from? Process current situations, share extreme situations (Intolerance, alcohol emergencies, other) Balancing resident friendships  <b>Relationship and Sexual Violence Prevention Presentation</b> Larry Gourdine (10:30am – 12:00pm)  <b>Read for next class:</b> <ul style="list-style-type: none"> <li>• PAPERCLIP COMMUNICATIONS handouts: "Eating Disorders, Self-Injury, Body Image Concerns," and "Mental Health Concerns Among Students"</li> </ul> <b>Reflection Journal entry #1 due</b>

<p>Week Three, Class One</p> <p>Wed. Sept. 3</p>	<p><b>Serving Our Students, Part II</b></p> <p><b>Alcohol Awareness and Education Presentation</b> <i>Erin English, AOD Prevention Coordinator (10:30am – 11:30am)</i></p> <p><b>Sociogram Exercise Papers due</b></p>
<p>Week Three, Class Two</p> <p>Mon. Sept. 8</p> <p><b>Unit Two: The Residents</b></p>	<p><b>Who is in our communities, Part I</b></p> <p><b>Sociogram Exercise presentations</b> Discussion: What did you learn from the Sociogram activity?</p> <p><b>Introduce and discuss Project Three: Boundary Breaking</b> Proposal due by Week Five, Class Two (Monday, Sept. 22) Project due Week Eight, Classes One and Two (Wednesday, October 8)</p> <p><b>Reflection Journal entry #2 due</b></p> <p><b>Read for next class:</b></p> <ul style="list-style-type: none"> <li>• Blimling, chapter 17 (5<sup>th</sup> edition); chapter 18 (6<sup>th</sup> edition)</li> <li>• Cross section of <i>California Alumni Association</i> handout</li> <li>• "Stereotypes Are A Real Time-Saver" by W. Rickard</li> <li>• PAPERCLIP COMMUNICATIONS HANDOUTS: "Inclusive Language VS Exclusive Elements," "Cross-Cultural Communication"</li> </ul>
<p>Week Four, Class One</p> <p>Wed. Sept. 10</p>	<p><b>Who is in our communities, Part II</b></p> <p>Discussion/roundtable: How are things going; any issues; etc Human Awareness activity (instructor's discretion) Discussion: Why do we have the C.L.A.S.S. Program? Multicultural development theory</p> <p><b>One minute paper</b></p> <p><b>Read for next class:</b></p> <ul style="list-style-type: none"> <li>• Blimling, chapters 16 &amp; 17 (5<sup>th</sup> edition), chapters 17 &amp; 18 (6<sup>th</sup> edition)</li> <li>• Cass section of <i>California Alumni Association</i> handout</li> <li>• Gilligan section of <i>California Alumni Association</i> handout</li> </ul>
<p>Week Four, Class Two</p> <p>Mon. Sept. 15</p>	<p><b>Human Awareness, Part I</b></p> <p>Discussion/roundtable: How are things going; any issues; etc Human Awareness activity (instructor's discretion) Teaching Tolerance: The Power of Words Race/Ethnicity Sexual Orientation Issues of Gender</p> <p><b>One minute paper</b></p> <p><b>Reflection Journal entry #3 due</b></p> <p><b>Read for next class:</b></p> <ul style="list-style-type: none"> <li>• Blimling, chapter 5 (5<sup>th</sup> edition), chapter 6 (6<sup>th</sup> edition)</li> <li>• Perry section of <i>California Alumni Association</i> handout</li> <li>• Kohlberg section of <i>California Alumni Association</i> handout</li> </ul>
<p>Week Five, Class One</p> <p>Wed. Sept. 17</p>	<p><b>On The Job</b></p> <p><b>Legal Issues Presentation</b> Dr. Gerry Kowalski, Executive Director of University Housing (10:00am – 11:30am)</p> <p><b>Introduce and discuss Final Project: Portfolio Exercise</b> Project due Week Eight, Class Two</p>

<p>Week Five, Class Two</p> <p>Mon. Sept. 22</p>	<p><b>Human Awareness, Part II</b> Continuing discussions Ethic and moral development Holistic and spiritual development</p> <p><b>Boundary Breaking proposal cut-off date</b></p> <p><b>Read for next class:</b></p> <ul style="list-style-type: none"> <li>• Chickering section of <i>California Alumni Association</i> handout</li> </ul>
<p>Week Six, Class One</p> <p>Wed. Sept. 24</p> <p><b>Unit Three: Untitled</b></p>	<p><b>Human Awareness, Part III</b> Continuing discussions (as needed) Human Awareness activity (instructor's discretion)</p> <p><b>One minute paper</b></p> <p><b>Reflection Journal entry #4 due</b></p> <p><b>Read for next class:</b></p> <ul style="list-style-type: none"> <li>• Cleary handout</li> </ul>
<p>Week Six Class Two</p> <p>Mon. Sept. 29</p>	<p><b>Personal Development</b> Review: Time/Stress management, balance on the job, balancing student friendships Process current situations, share extreme situations (Intolerance, alcohol emergencies, other). How has the job affected/changed you?</p> <p><b>One minute paper</b></p>
<p>Week Seven Class One</p> <p>Wed. Oct. 1</p>	<p><b>Open discussion</b> – forum for CA/RA discussions</p> <p><b>Programming Presentations</b></p>
<p>Week Seven, Class Two</p> <p>Mon. Oct. 6</p>	<p><b>Reflections/Class Evaluation</b> Portfolio Review</p>
<p>Week Eight, Class One</p> <p>Wed. Oct. 8</p>	<p><b>Boundary Breaking Exercise Presentations</b></p>
<p>Week Eight, Class Two</p> <p>Mon. Oct. 13</p>	<p><b>Boundary Breaking Exercise Presentations (continued)</b></p> <p><b>Portfolio Due</b></p>