Instructors: Christina Riley & Alex Dresden

Office: 1005 SWKT (Psychology Student Support Services)
Office Phone: 801-422-5356

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<tr>
<th></th>
<th>Christina</th>
<th>Alex</th>
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Email Address: psychservices@byu.edu

Text: (Free online version available through the Lee Library)

Course Objective:
There are 3 main objectives to this course:
1) Assist students who are on Academic Support attain satisfactory academic standards through relationship building, frequent contact, time management, BYU resources, academic and career planning, and course management.
2) Obtain hands-on experience in the field of academic advising expected of a Psych 420R Capstone course.
3) Develop personal academic and professional skills for use in your current and future courses and careers.

FERPA:
The nature of this course requires access to personal student information. All information obtained through the content of this course is confidential. Under no circumstances may information be shared outside the confines of this course or with any individual other than the student to which the information belongs. As part of the course you will sign a Family Educational Rights and Privacy Act (FERPA) agreement promising to maintain confidentiality.

Mentor:
You will be assigned a mentor during the class (Christina or Alex) who will be your personal resource outside of class and will also be working with you the closest during the semester. Both instructors are available resources to the students but one will be dedicated specifically to you.

Course Requirements:
The primary requirement of the course is to be dedicated to your Academic Support students. This means being available and being an asset to students. It is expected because of your registration in this course that you will be dedicated to this primary requirement. If you do not have good self-evaluation, self-motivation, and problem solving skills, you will not get the most out of this course nor will you
fulfill the primary goal. Given the subjective nature of this requirement, it cannot be objectively evaluated. Objective evaluation will be based on the following secondary requirements:

**Email Deadlines:** *Purpose- To maintain early and frequent contact with students. Reminding students of their current academic situation is the easiest way to help students keep their educational and professional goals in the forefront of their minds.* There are 4 required e-mailings to students. Each email provides a valuable resource to the student. Each email should be personalized as much as possible given the context of the email. **Mass emailing your students is unacceptable.** Not only does it show a lack of interest in the students’ personal life, it also prevents a relationship to form between yourself and your students. As you build relationships with your students, additional email correspondence will usually occur naturally. **Email correspondence must always be sent from the Psych Services Outlook account.** All emails that you send will first be reviewed by Christina or Alex. You can access this account through the website [mail.byu.edu](mailto:mail.byu.edu). The login is **ugcoord** and the password is **setmefree43**. There are 20 points possible for each email deadline, totaling 100 points. The deadlines for the emails are in the course schedule, and as follows:

**Email Deadlines**
- Initial email – **May 9th**
- Registration and major questions – **May 16th**
- Capstone/Graduation/Grad School information email – **May 23th**
- Withdrawal/Discontinuance deadline – **May 30th**
- Finals/end of semester email – **June 13th**

**Participation:** *You and the students you mentor will only get as much out of this experience as you are willing to put in. You will be evaluated, and given a maximum of 5 points for each class, and office hour scheduled.*
- 2 points for showing up (one of which for being on-time)
- Up to 3 points for “participating”
  “Participation” is sharing thoughts, impressions, and asking questions during class, and office hour trainings. It is being actively and appropriately involved in all trainings, role-plays, and presentations. It also means completing the reading assignments before class. Participation will be evaluated by you, and the instructors. You can also evaluate the instructors’ participation in class and office trainings (optional). Personal and instructor evaluations should be submitted with your Journal. **Note**: attendance is mandatory. Missing enough class or office hours will result in your mentees being assigned to another mentor and you will be dropped or withdrawn from the course.

**Office Hours & Appointments:** You will be required to hold two, regularly scheduled office hours (that work with your schedule) each week starting the week of **May 9th**. These must be in the Psych Services office (SWKT 1005) during Christina or Alex’s office hours. Office hours are used for hands-on-training, reviewing each of your students, asking/answering questions, and sending emails. During this time, you will be the primary advisor for walk-in students and address their concerns. Don’t worry! Christina or Alex will be there to help. Appointment times when you meet with mentees outside of your regularly scheduled office hour. These are scheduled through the Psych Services outlook account for times during Christina or Alex’s office hours, and cannot be scheduled if two appointments already exist for that timeslot. If the office availability does not work with the student, then please let Christina or Alex know, and special arrangements can be
made. Regular office hours are worth 7 points. Appointments are not graded, but 7 points will be deducted for each one you miss. Important: You are welcome to spend more time in the office if you so desire.

**Online Quizzes:** It is important that you learn the Academic Support process, requirements needed to complete the psychology major, and how to operate in the office. To hold you accountable for this information, you will be required to complete several online quizzes during the semester. See the course schedule for due dates. **These will be completed online but they are closed book.**

**Assignments:** Purpose- helps solidify understanding of concepts, and information covered in trainings. Descriptions will be made available with adequate time to complete each. Assignments and their due dates are indicated online on Learningsuite – due dates and a full description of each assignment can be found there under the assignments tab. All writing assignments must be typed, double-spaced, Times New Roman, 12-point font, one-inch margins.

**Reading:** Working in the Student Support office, we have to learn to communicate effectively. We will be reading and discussing *Crucial Conversations: Tools for Talking When Stakes are High* as a class to better develop our communication skills. Include principles from the book you are learning and how you have applied them in your weekly journals.

**Journal Entries:** You will be required to submit journal entries every week starting the week of May 9th. Each entry should describe how you are applying what you are learning in class, *Crucial Conversations*, as well as what you did that week with your students. Each entry will be worth 20 points.

**Reflection Paper:** You will be required to write a reflection paper about your experience in the course. The reflection paper should be no less than 3 pages long and contain how you have applied/will apply what you have learned in the course. The paper should also provide a critique of the course and specific suggestions for improvement for future semesters. The paper will be worth 15 points and will be due on **Friday, June 13th**.

**Term Graduate Program Project:** You will be required to complete this project over the course of the entire term. We will check in on your progress on your project at various points throughout the term. You will pick 2 graduate school programs from a list we provide you and prepare an in-depth presentation (using PowerPoint as your format) for undergraduate students interested in applying to the programs you select. The project will be due at the end of the term on the last day of our course (**June 16th**) and is to be submitted electronically through Learningsuite. **The project is worth 100 points.**

It should be noted that fulfilling the minimum requirements in the course (ie., the secondary requirements) may give you a passing grade; however you may still fail the “spirit” of the course resulting in a disservice to you and your students. Please align your focus to the primary requirements and the secondary requirements should easily become a measure of your accomplishments.

**Grading Calculation:**

Email Deadlines 20% - 100 points
Participation 15% - 75 points
Journal Entries 20% - 100 points
Assignments 15% - 75 points
Quizzes 10% - 50 points
Semester Project 20% - 100 points

Total points 500 points

Letter grade calculation: Your grade is determined by dividing your total points with the total possible points.

A = 93% or higher, A- = 90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 70-72%, D+ = 67-69%, D = 63-66 %, D- = 60-62%, and E= 59% or less

Late assignment policy: Late work will receive a maximum of half their point value. There are no make-up points for missed attendance. It is your responsibility to know of any conflicting times with regards to your personal schedule. Obviously if a conflict or emergency arises, we will consider the situation on a case-by-case basis. Documentation will be required. It will be in your best interest to contact us as soon as possible upon learning of a conflict or emergency so arrangements can be made concerning assignments.

Learning Outcomes

Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in the psychology department and college go to http://learningoutcomes.byu.edu and click on the College of Family, Home and Social Sciences and then the psychology department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to <FHSS@byu.edu>.

Honor Code Standards

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination or Harassment

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).
Students with Disabilities

If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

*Please note:* This syllabus is subject to change. We will do our best to provide plenty of notice for any changes, but it is your responsibility to stay informed of these changes.

## Course Schedule

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<th>Date</th>
<th>Lesson Topic</th>
<th>Assignments Due</th>
<th>CC Chap</th>
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| 5/2  | Orientation  | - Quiz #1,#2 completed (look over PowerPoints under content)  
- CC Quiz 1&3 (Now on quizzes accompany readings)  
- FERPA Confidentiality Agreement | 1, 3 |
| 5/9  | Sensitive Obstacles Achieving Goals | - **Initial Email**  
- Campus Resource #1  
- Personal Weekly schedule and POA  
- Psychology Major Orientation | 2, 4, 5 |
| 5/16 | Grad School Prep | - **Registration & Major Questions Email**  
- Campus Resource #2, #3  
- Psychology Major Orientation(Final deadline)  
- Grad School Presentations | 6 |
| 5/23 | STATE my Path | - **5/21 Academic Support Paperwork Due**  
- Capstone E-mail  
- Attend Counseling Center Workshop  
- 1st 1/2 of Term Project Due | 7 |
| 5/30 | Asking Questions Active Listening | - **Withdrawal/discontinuance E-mail**  
- Counseling Center workshop (Final)  
- Research Article Presentations | 8, 9 |
<p>| 6/6  | Reframing Conflict Resolution Perfectionism | - Research Article Presentation (continued) | 9, 10 |</p>
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<th>Assignments</th>
<th>Description</th>
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<tr>
<td>6/13</td>
<td>Career Plan PARTY!</td>
<td>- <strong>Finals E-mail</strong>&lt;br&gt;- Bring Delicious deliciousness&lt;br&gt;- Reflection paper&lt;br&gt;- Career Plan</td>
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<td>6/16</td>
<td>Last day of classes (we don’t meet)</td>
<td>- Term Project Due</td>
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**Breakdown of Assignments by percentage and points**

Emails: 100 points – 6 e-mails – 20%
- Initial: 20 points
- Registration: 20 points
- Capstone: 20 points
- Withdrawal/Discontinuance: 20 points
- Finals: 20 points

Participation: 75 points – 15%
- Class: 40 points
- Office Hours: 35 points

Journal Entries – 100 points - 20% -
- 5 entries – 20 points

Quizzes – 50 points – 10 %
- 10 quizzes – 5 points each

Assignments – 75 points – 15%
- 10 assignments – 6 points
  (Campus resources 1,2,3, Counseling center, Research article, Grad Presentation, Psych Orientation, Career Plan, Weekly Schedule, and POA)

Reflection Paper – 15 points

Semester Project – 20% - 100 points

**500 points total**