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**EDHP 565: Intervention Strategies in College Student Development**  
Spring 2016 – 3 Units  
*(Rev. 1/11/2016- Subject to Revisions*)

Instructor: Kristina Alvarado, Ph.D.   
Adjunct Professor  
Assistant Director, Learning Specialist  
USC Kortschak Center for Learning and Creativity Section:

Email: [kmalvara@usc.edu](mailto:kmalvara@usc.edu) Time: Mon 7:00pm-9:50PM

Phone: (213) 740-7956 office Office: STU 311

(626) 641-0555- cell Room: WPH 203

Office Hours: by appointment only  
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**COURSE OVERVIEW AND OBJECTIVES**  
This course is an opportunity to help students gain an overview of the models and levels of intervention strategies for issues facing student affairs and higher education.

**LEARNING OUTCOMES**  
1) Analyze the development, strengths and weaknesses of current interventions being applied to specific issues and challenges faced by college and university administrators.

2) Demonstrate how new interventions might be developed, applied, and evaluated for current and future higher education needs.

3) Explain the organizational dynamics and levels of participation among stakeholders involved in developing new interventions.

**TEACHING STRATEGIES**This course is a seminar in which each of us (instructor and student) contributes equally to class discussions and analysis of course materials. The readings and course assignments have been selected to stimulate your thinking about the concept & practice of within the field of academic advising.

To ensure that this course is valuable to you and your colleagues, please complete each week’s reading and assignments *prior* to each class meeting. It is the expectation that graduate students come to class prepared with questions for class discussion and feel empowered to offer constructive feedback to ensure everyone is engaged and meeting with course learning outcomes.

As a participant in a graduate level seminar course, we will abide by the following ground rules for discussion:

* Promote an environment conducive to learning. If something did not make sense, be encouraged to ask in class session because it is likely that another student may have the same question(s).
* Respect differences on culture, nationality, values, opinion, and style.
* Welcome disagreement and explanation because they provide opportunities to learn.
* Seek to understand first before trying to be understood.
* Encourage participation. Everyone has something to contribute.
* Promote clear communication. Be specific, give examples, ask questions, speak for yourself, and let others speak for themselves.
* Help achieve today’s class goals in the time available: Add to what has already been said and be conscious of time. Monopolizing discussions does not add to the learning experience of the course.
* Represent professionalism in the classroom. This is demonstrated by being in the present moment during class and not distracted by answering emails, texting, or any other distractions online.

**COURSE TEXTS**Barr, M.J., McClellan, G.S., Sandeen, A. (2014). *Making Change Happen in Student Affairs. Challenges and Strategies for Professionals.* San Francisco, CA: Jossey-Bass Publishers.

Levine, A., & D.R. Dean. (2012). *Generation On A Tightrope.* *A Portrait Of Today’s College Student. San Francisco, CA: Jossey-Bass Publishers.*

Additional readings will be added to our Blackboard website.

**COURSE ASSIGNMENTS**

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| --- | --- | --- | --- |
| **ASSIGNMENT** | **LENGTH** | **DUE DATE** | **POINTS** |
| Class Participation | Regular class attendance, weekly participation, and lead class discussion | On-going | **15 Points** |
| Reflective Response | 2-3 pages | 2/8 | **10 points** |
| Critique 1 | 2-4 pages | 2/29 | **15 points** |
| Critique 2 | 2-4 pages | 3/21 | **15 points** |
| Proposal for New Intervention | 12-14 pgs not including references | 4/18 | **35 points** |
| In class presentation |  | 4/25 | **10 Points** |

**\*** *Group members will receive the same grades*

**GRADING:**The final course grade will be based on your cumulative scores from the course assignments:

A = 95-100% B+ = 85-89% C+ = 70-74%   
A- = 90-94% B = 80-84% C = 65-69%

B- = 75-79% C- = 60-64%

**ACADEMIC ACCOMMODATIONS**Any student requesting accommodations based on a disability is required to register with the Office of Disability Services and Programs each semester.   
A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to instructor as early in the semester as possible. The phone number for DSP is (213) 740-0776. DSP counselors are available Monday-Friday 8:30am-5:00pm. Email: ability@usc.edu

Website: [www.usc.edu/disability](http://www.usc.edu/disability)

**INCOMPLETES**IN- incomplete (work not completed because of documented illness or some other emergency occurring after the 12th week of the semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam): IX- lapsed incomplete.

**ACADEMIC INTEGRITY**

Students must maintain strict adherence to standards of academic integrity as described in SCampus (<http://www.usc.edu/dept/publications/SCAMPUS>). In particular, the University recommends strict sanctions for plagiarism as defined below:

**“11.11 Plagiarism**

1. The submission of material authored by another person but represented as the student’s own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
2. The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style.
3. Improper acknowledgment of sources in essays or papers.

Note: Culpability is not diminished when plagiarism occurs in drafts, which are not the final version. Also, if any material is prepared or submitted by another person on the student’s behalf, the student is expected to proofread the results and is responsible for all particulars of the final draft. “

Source: <http://www.usc.edu/dept/publications/SCAMPUS/gov/behavior.html>

**DESCRIPTION OF ASSIGNMENTS  
*Class involvement and participation – 15 points.*** Each week you will be responsible for participating in class discussion and activities. Each student will sign up with a partner to lead one week of class discussion. You will have the freedom to lead the discussion in a format you desire. Be thoughtful and creative, but remember that the goal of each discussion is to understand the material and be able to apply it. We will have much to discuss during each class session.  
***Reflective Response- 10 points.*** There will be one reflective journal you will be required to submit. This piece is a reflection on your development as a professional based on class readings, in class discussion, or other work experiences. *Please note that the reflection is not a narrative of personal thoughts however, work that includes points of reference from readings, discussions in class.* You will submit this document to me *(vi*a *email to kmalvara@usc.edu)* by 11:59pm on due date. Reflections should be at least two pages, but no more than 3 pages, double-spaced.

***Critique 1 & 2:* (15 points each)** The purpose of each assignment is to give you an opportunity to reflect on the readings and lecture materials in a critical manner. Reflections should be between 2-4 pages, double-spaced. Email to kmalvara@usc by 11:59pm on the due date.

***Proposal for New Intervention (35 points)*** The purpose of this assignment is to   
allow you an opportunity to develop an intervention that could be implemented on a college campus. Following the model by Clark & Estes, your paper will describe how the development of your intervention meets the criteria. More details and directions will be provided.

***In Class Presentation (10 points)***After peer discussions in class on April 18th, you will present a 5-minute maximum presentation regarding your intervention. More details and directions will be provided***.***

***Semester Schedule***

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| --- | --- | --- | --- |
| **CLASS DATE** | **TOPIC** | **ASSIGNMENT DUE** | **READINGS DUE** |
| 1/11  WK 1 | Introduction to course Syllabus Review | None | None |
| 1/18  WK 2 | **MLK Holiday No Class** |  |  |
| 1/25  WK 3 | What is an Intervention? Is an intervention different than a program? What are the theoretical constructs from which to start assessment? |  | Making Change Happen- Chapters 1 & 2 |
| 2/1  WK 4 | Identifying & Examining different gaps in knowledge, organizational needs, and resources |  | Readings posted on BB  -Kirk Patrick’s Four Levels of Evaluation  -Chapters 1-3 from  “Decisions Matter” |
| 2/8  WK 5 | Violence and Today’s Campus | ***Reflection Due*** | Reading posted on BB  -Preventing Violence -Report to the President |
| 2/15  WK 6 | **President’s Holiday No Class** |  |  |
| 2/22  WK 7 | Campus Violence & Threat Assessment  ***Guest Speaker*** |  | *Making Change Happen*- Chapters 5-7 |
| 2/29  WK 8 | Interventions in Student Health Concerns  ***Guest Speaker*** | ***Critique 1 Due*** | Readings posted on BB |
| 3/7  WK 9 | Mental Health & College Students |  | Readings posted on BB |
| 3/14 WK 10 | **Spring Recess** |  |  |
| 3/21  WK 11 | Promoting Social Justice | Critique 2 Due |  |
| 3/21  WK 11 | Student Conduct: Issues of Concern  *Guest Speaker* | ***Critique 2 Due*** | Bring in Article to class  Generation on a tightrope Chapter 4-6 |
| 3/28  WK 12 | Promoting Social Justice on Campus  ***Guest Speaker*** |  | Readings posted on BB  Bring in Article to class |
| 4/4  WK 13 | Responding to Sexual Assault |  | Readings posted on BB |
| 4/11  WK 14 | Developing Crisis Interventions |  | *Making Change Happen*- Chapter 8 |
| 4/18  WK 15 | Developing Crisis Interventions | *Proposals for New Interventions Due* | None |
| 4/25  WK 16 | Final Class Wrap Up | *In Class Presentations* | None |

\* *Syllabus subject to change*\*