**FIELD EXPERIENCE SEMINAR**

**15:245:601**

**Spring 2022**

**Wednesdays 2:00-5:00PM**

**Graduate School of Education, Room 025B**

|  |  |
| --- | --- |
| **Instructor:** Steph Brescia, PhD (she/her/hers) | **Email:** stephanie.brescia@gse.rutgers.edu |
| **Phone Number:** N/A | **Office Location:** GSE 323 |
| **Office Hours:** By appointment | **Prerequisites:** Course restricted to CSA students. Non-CSA students are not permitted to enroll in this course.  |
| **Mode of Instruction:**\_ Lecture X Seminar \_ Hybrid \_ Online  | **Permission required:** \_\_\_\_ No X Yes |

**Part 1: Course Description & Learning Objectives**

***Course Description:***

The Field Experience Seminar in conjunction with placement in a field experience site, exposes students to real-world work in the field of student affairs. The course is designed to expose students to a new area of student affairs and help students apply what they are learning in their CSA courses to their work in their field placements. This course provides students with the opportunity to reflect on their experiences, discuss opportunities and challenges with their peers and instructor, and gain skills needed for professional growth and development.

***Learning Goals- CSA Field Experience Seminar:***

By the completion of this course, CSA students will:

* Develop and build upon pre-existing skills essential to work successfully in student affairs, such as effective interpersonal communication; balancing work, academic, and personal commitments; personal health and wellness; and effective supervisory and collegial relationships.
* Develop and practice professional consultation and reflection with peer colleagues.
* Gain practice in applying theory to their work in student affairs.
* Explore individual professional interests, strengths, styles, and areas of desired improvement.
* Strengthen one’s commitment to student affairs as a profession.
* Begin to explore career options, work environment preferences, and professional goals.

***Learning Goals- CSA Field Experience Site:***

Throughout their time in their field experience, CSA students will:

* Gain first-hand experience in the day-to-day operations of a higher education or student affairs unit and understand a variety of professional roles and functions in student affairs.
* Contribute to the work of the office or unit.
* Explore career and professional development opportunities.
* Additional learning outcomes may be specified/provided by the field experience site.

***Learning Outcomes:***

The learning outcomes for this course are derived from ACPA/NASPA’s (2015) *Professional Competency Areas for Student Affairs Educators.* Due to the individualized nature of CSA field experience placements, students experience additional learning outcomes based on their specific field experience site. All students will experience the following learning outcomes through their participation in the seminar:

* **Personal and Ethical Foundations:** Students will learn how to maintain integrity in the student affairs profession and learn more about themselves as practitioners through discussions, reflections, and course assignments.

**Part 2: Course Policies & Procedures**

***Academic Integrity:***

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Student Conduct.

Academic dishonesty includes (but is not limited to):

* Cheating
* Plagiarism
* Aiding others in committing a violation or allowing others to use your work
* Failure to cite sources correctly
* Fabrication
* Using another person’s ideas or words without attribution
* Re-using a previous assignment
* Unauthorized collaboration
* Sabotaging another student’s work

If in doubt, please consult the instructor. Please review the Academic Integrity Policy at:<http://academicintegrity.rutgers.edu/>

***Zoom:***

**Zoom Link:**

<https://rutgers.zoom.us/j/5459942310?pwd=bzhqaVNFOC95SURXMkJLMmUvU3RWUT09>

**Meeting ID:** 545 994 2310

**Password:** 944116

Our first few class meetings will be held entirely on Zoom as per University Covid-19 regulations. Remaining classes will meet in-person (GSE, Room 025B). Please note, this plan is subject to change as COVID-19 guidelines and procedures are constantly changing. Students are required to wear masks during in-person sessions regardless of vaccination status.

Click on the Zoom website provided above to join class. Students are ***strongly*** encouraged to utilize Zoom’s video feature. Keeping your video on during class sessions has many positive benefits and may help you to stay focused and keep yourself accountable, connect with your peers and instructor, and minimize any feelings of isolation you may feel. Students are expected to use a laptop or tablet when joining class via zoom as they will need to access materials and other resources during zoom meetings. If you do not currently have access to a computer or tablet or do not have a device with video, please let me know and I can connect you to the appropriate university resources.

I also recognize that ‘zoom fatigue’ impacts all of us. Please feel free to turn off your video for a few minutes, take a break to use the restroom, grab water, etc. Class sessions and discussions will not be recorded and/or archived.

If you have questions or concerns regarding technical issues, consult “Remote Technology

Resources for Students:” https://it.rutgers.edu/remote-student-resources/ and/or the Rutgers IT

Student Help Desk via website https://it.rutgers.edu/help-support/ or email help@oit.rutgers.edu

or toll-free 833-OIT-HELP.

***Attendance & Participation:***

Students are expected to attend **all** class meetings and be prepared to participate in class discussions and activities.

For courses that meet every other week, such as field experience seminar, students are permitted **one** absence regardless of reason (illness, family commitments, personal, etc.). The second absence will result in risking failing the course.

Two late arrivals or two early departures, or a combination of the two (i.e. one late arrival and one early departure), will equal one absence. Students that arrive more than 15 minutes after the start of the class will be marked late. Students that depart more than 15 minutes before the end of the class will be marked as an early departure.

Students are responsible to obtain any missed information and class notes from their classmates.

Students are also responsible for communicating an absence or tardiness to their instructor at least 24 hours in advance. Communicating an absence or tardiness will still result in a student being marked absent or tardy. Missing class to attend internship, field experience, or other work commitments is not permitted under any circumstances. Students that are planning on attending a student affairs conference should discuss this with their instructor within the first two weeks of class.

Students that need to miss class due to religious holidays should communicate this to their instructor as far in advance as possible. Classes that are missed due to religious observances will not be counted as an absence. However, students are responsible for making up missed coursework.

Students missing more than the allocated absences (1 for classes that meet bi-weekly) due to severe illness or serious personal circumstances should contact the Office of the Dean of Students.

***Confidentiality:***

Students will be sharing personal experiences throughout this course about their work, lives, interactions with students, etc. The conversations that occur in the classroom should NOT be shared with others outside of the classroom. Please be respectful of your peers and do not disclose any personally identifiable information or discussions that take place in the course.

***Student Meetings & Communication:***

Students are encouraged to meet with the instructor if they need additional support understanding course content or assignments. Meetings should be scheduled at *least* 3-5 days in advance and will be held virtually or in-person depending on scheduling and COVID-19 regulations.

Students can also communicate with the instructor via email with questions or concerns regarding course material. Students can expect a response within 48-72 hours on business days. Students should not expect to receive responses to emails after 5:00pm on weekdays or at any point in time over the weekend. If a question sent via email requires a more in-depth response, a phone call or meeting will be scheduled.

***Electronics Use:***

Students should bring their laptops to in-person meeting sessions. There will be times where students are required to look up information or submit their classwork on Canvas during class sessions. Students should not be completing work for other courses, on email, or viewing web content that is not relevant to the class discussion.

The first few classes will be held online, which mandates the in-class use of laptops, etc.

However, students are expected to give their full attention to class discussion, instructors, and

peers. Scrolling, texting, or searching unrelated to the class is not acceptable. Mobile

phone use is permitted during synchronous online class meetings only when the phone is the student’s principal communication link to the class. Otherwise, turn cell phones off and put them away. You may leave your phone on during class due to professional or personal circumstances.

***Classroom Environment:***

We all have a shared responsibility to create and maintain an inclusive classroom environment. Everyone brings different identities and experiences to this course, which will make for a rich learning environment replete with diverse perspectives. Throughout the course we will reflect upon and discuss our diverse identities and experiences and it is everyone’s shared responsibility to ensure that all members of the classroom community feel comfortable engaging in dialogue. Active listening, mutual respect, a genuine desire to understand others, the use of inclusive language, and the ability to take ownership and responsibility when mistakes are made are all critical to fostering an inclusive classroom environment where diverse perspectives are respected.

**Part 3: Student Services**

*Rutgers offers a variety of services to support students during their enrollment. Though you have responsibilities to work with and support students in your CSA internship and field placements, please remember that you are also a student. I encourage you explore and access these resources as needed.*

***Students with Disabilities:***

Rutgers University welcomes students with disabilities into all of the University’s educational

programs. To receive consideration for reasonable accommodations, a student with a

disability must contact the appropriate disability services office at the campus where you are

officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’ disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss

the accommodations with them as early in your courses as possible. To begin this process,

please complete the Registration Form on the Office of Disability Services (ODS) website at:

[https://ods.rutgers.edu/students/registration-form](https://ods.rutgers.edu/students/registration-form%22%20%5Ct%20%22_blank)

***Rutgers Student Food Pantry:***

848-932-5500/ College Ave Student Center, 126 College Ave., New Brunswick, NJ, Room 115 <http://ruoffcampus.rutgers.edu/food/>

The Rutgers Student Food Pantry is dedicated to helping all Rutgers students in need of food. You will need to bring your RUID and fill out a brief identification form once you arrive. Students will be provided with groceries that typically last about one week.

Visit <http://ruoffcampus.rutgers.edu/food/> to learn more about the Rutgers Student Food Pantry and make an appointment. The Rutgers Student Food Pantry is currently operating by appointment only due to the COVID-19 pandemic. For an up-to-date schedule and to make an appointment, please go to: <http://ruoffcampus.rutgers.edu/status/>.

***Dean of Students Office***

848-932-2300/ 88 College Ave., New Brunswick, NJ 08901/<http://deanofstudents.rutgers.edu/>

The Dean of Students Office at Rutgers University-New Brunswick provides solutions, services, and support to help students navigate Rutgers University. The Dean of Students Office can assist students experiencing food insecurity, housing insecurity, or homelessness. The Office serves as a student support network by providing advocacy, problem resolution, and critical incident intervention when additional assistance is needed.

Visit <http://deanofstudents.rutgers.edu/> to learn more about the Dean of Students Office and schedule an appointment. Hours of operation continue to be 8:30 a.m.-5:00 p.m., Monday through Friday. Please email deanofstudents@echo.rutgers.edu to schedule an appointment. Telephone, Webex, or Zoom appointments will be scheduled for all students.

***Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS)***

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Visit [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/) to learn more about CAPS and schedule an appointment.

***Violence Prevention & Victim Assistance (VPVA)***

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling, and advocacy for victims of sexual and relationship violence and stalking to students, staff, and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

**Part 4: Course Requirements**

***Course Texts & Required Reading:***

* All required readings are either posted under the “Files” tab on Canvas or linked the Course Calendar section of your syllabus. Readings from the book, *Beginning your Journey: A guide for new professionals in student affairs* edited by Amey & Reesor is available under the “Reading List” tab on Canvas.

***Course Assignment Guidelines:***

* **Due Dates:** All assignments are due the day and time as stated on the syllabus and must be submitted on Canvas under the “Assignments” tab. Any changes to these dates will be posted on Canvas in the “Announcements” section and assignment information. See the Course Calendar section of your syllabus for due dates.
* **Late assignments:** If you must submit an assignment late, contact the instructor to discuss the situation 48-72 *business* hours prior to the deadline. Persistently late assignments will result in receiving a grade of “No Credit” for the course.
* **Grading:** Assignments will be graded on the quality of the writing or presentation as well as accuracy and quality of the content. All assignments are graded as “complete” or “incomplete”. Assignments that are of poor quality, missing pieces, or not meet the syllabus requirements will be returned to the student and reassigned. Students must complete **all** assignments to receive a grade of “Pass” for the course.

***Course Assignments:***

*All course assignments must be submitted on Canvas under the “Assignments” tab. See the Course Calendar section of your syllabus for due dates.*

* **Journal Entries (6):**

Six (6) journal entries throughout the semester are required. The purpose of journal entries is to have you reflect upon and process through your experiences in your field placement site. Journal entries will only be read by the instructor; they will not be shared with site supervisors or other students.

In addition to your personal reflections, journal entries should also include a record of work hours with notes regarding meetings and tasks. The time log portion of your journal can be organized however you would like (chart, bullet points, etc.).

Journal entries must be between 300 and 400 words (roughly a page and a half double spaced). Journal entries do not have to be written in APA format, but must consist of complete sentences and paragraphs. Potential topics to explore and reflect upon in your journal entries include, but are not limited to:

* + Connections between CSA coursework and your work in your field experience
	+ Application of theory to practice
	+ Opportunities to address any of the ACPA/NASPA professional competencies
	+ How your work connects to research, or more broadly, the larger mission and goals of the university
	+ Successes or indicators of professional strength
	+ Obstacles, challenges, or areas of improvement
	+ Areas of professional development and growth
	+ Perspectives on your career interests and professional goals
	+ Work or team dynamics, including relationships with supervisors or colleagues
	+ New or dynamic experiences
	+ Opportunities for self-assessment
	+ Meaningful conversations or interactions
	+ Observations about organizational values and decision-making
* **Getting to Know Your Field Experience Site:**

All students will take some time to learn about their field experience sites early in the semester. Students should first read Chapter 2: Unwritten rules: Organizational and Political Realities in Amey & Reesor’s *Beginning your journey: A guide for new professionals in student affairs* (available under the ‘Reading List’ and Files tab on Canvas).

Applying what they read, students will then take time to review the (1) mission, vision, goals, and objectives, (2) organizational chart, and (3) site-specific CAS standards for their field experience placement site. If your field experience site is located at a college or university different than the institution of your internship site, you should also spend some time familiarizing yourself with the larger mission and goals of the institution. In a 2 to 3-page double-spaced paper (Times New Roman, font size 12), reflect on your observations of these documents. Your paper should also include at least 5 questions that you would like to ask your supervisor to learn more about the ‘unwritten rules’ and organizational realities of your field experience site. Questions should be designed to help you dig deeper and learn more about your new field placement; they should not include surface level questions (i.e. how many people work here) or questions that can be easily answered by reviewing the website of your field experience placement.

* **Article Review Paper:**

All students will select and read a *peer-reviewed journal article* relevant to their field experience site. For instance, a student with a placement in academic advising may wish to read an article about strategies to effectively advise transfer students. Students may want to consult with their site supervisors for article recommendations, though this is not required. Higher education journals such as the Journal of Student Affairs Research and Practice, Journal of College Student Development, Review of Higher Education, Diverse Issues in Higher Education, Journal of College and Character, etc. may be of particular interest to students.

After selecting and reading your article of choice, in a 3-page double-spaced paper, briefly summarize and reflect upon the article you read. Your summary should include all main ideas and cannot exceed 1.5 pages. The remaining 1.5 pages of your paper will be your reflection on what you read. During your reflection, you may wish to consider any of the following:

* + *What experiences have you had in your field experience that support, confound, or refute the information presented in the article?*
	+ *How does your field experience site incorporate what you read about into their work and daily operations? If your field experience site does not currently incorporate what you read into their work, how might they begin to incorporate some of what you read into their work?*
	+ *What additional questions do you have as a result of what you read? What necessary steps do you have to take to find answers to these questions?*
	+ *Was there research or a perspective presented that you agree with or disagree with? Why?*
	+ *What are the complexities of the issues presented in the article?*
	+ *What new ideas did the article make you to consider? Why are you willing or unwilling to consider them?*

All article review papers must be written in APA format. However, you do not need to cite any additional articles besides the one you review.

* **Field Experience Project Presentation:**

All students will work on a project(s) during their time in their field experience placements. Projects may include working on a large-scale event, advising students, planning retreats, collaborating with other offices, etc. Students that are unclear about the specific project(s) they will be working on should review their field experience contract and consult with their supervisor during the first week of their field experience placement. All students will prepare and present a 10-minute presentation on the project(s) worked on over the course of the semester. The presentation should focus on what the student *learned* as opposed to the tasks that were completed. Presentations must include the application of at least *two theories or concepts* learned thus far in CSA coursework. All presentations must include a visual aid such as a power point presentation. Visual aids must be submitted on Canvas by the assigned due date. Students may also wish to attach and submit any supporting documentation of their work in their field experience site (i.e., things like a slide deck from a training, etc.).

* **Field Experience Evaluation Form:**

Students should seek feedback from their field experience supervisors on an ongoing basis. All students must provide their field experience supervisor with the ‘Field Experience Student Evaluation Form’ (located here <http://csafieldexperience.weebly.com/resources-and-documents.html> ). Students should inform their site supervisors within the first two weeks of class that they will need to complete their end of semester evaluation. Supervisors should complete the form and then meet with students to discuss their feedback. The evaluation form is due on the last day of class.

***Course Evaluation and Grading:***

Grades for field experience seminar are **“Pass” or “No Credit.”** Satisfactory completion of all

assignments is required for a grade of Pass. Lack of professionalism in the field experience site or seminar may be grounds for a No Credit grade. Behaviors that demonstrate a lack of

professionalism include consistently being late or absent from either the field experience site or seminar, failure to complete assignments in a timely manner, poor communication with your supervisor or seminar instructor, inappropriate interpersonal interactions, etc.

* *Incomplete Grade*: **An INC (incomplete) must be negotiated prior to the end of the semester and will not be granted without agreement between instructor and student prior to the end of class.** An INC may only be considered if you have attended the minimum number of classes and have completed a substantial portion of the course during the semester. **In addition, earning an INC will result in being placed on Academic Probation.**
* *Grade Grievances:* If you have grievances with your final grade, you are welcome to due process. First, you will need to contact me to ask about your grade and I will provide your scores and details. If you are not satisfied with my response, you will need to contact the Chair of the Educational Psychology Department, Angela O’Donnell (angela.odonnell@gse.rutgers.edu) with your grievance. You will receive additional information from there.

**Part 5:**

**Course Calendar**

*\*Course calendar is subject to change*

**GROUP 1:** Sydney, Priyanka, Danilsa**,** Niasia, Layla, Nel, Colin

|  |  |
| --- | --- |
| **Week** | **Topic**  |
| Week 1: January 19th  | WELCOME + INTERPERSONAL EFFECTIVENESS*Virtual* *Agenda:* * Guest Speaker: Marjolein (Maddy) Zijdel, *Manager of Student Involvement, Office for Violence Prevention and Victim Assistance*
* Syllabus & assignment review
 |
| Week 2A: January 26th  | HEALTH AND WELLNESS *Virtual* *Agenda:* * Field experience first impressions
* Field experience goal setting
* Guest Speaker: Nikita Cuvilje, *Health Education Specialist, Rutgers Student Health* (4pm-5pm)

*Assignments due today at 12:00 noon:* * Getting to Know Your Field Experience Site

*Readings due today:* * [Why Surrendering to Life is Key to Positive Change](https://tinybuddha.com/blog/why-surrendering-to-life-is-the-key-to-positive-change/) – Content Warning (CW): Suicide.
* [Creating Psychological Security for New Professional Graduate Students During the Pandemic](https://www.naspa.org/blog/creating-psychological-security-for-new-professional-graduate-students-during-the-pandemic)

*Optional readings and resources to further your learning:* * [Managing the Stress and Uncertainty of Coronavirus – Podcast](https://hbr.org/podcast/2020/03/managing-the-stress-and-uncertainty-of-coronavirus?utm_medium=email&utm_source=circ_other&utm_campaign=subbenemail_20200324&hideIntromercial=true&deliveryName=DM73693)
 |
| Week 2B: February 2 | *Assignments due today:* * Journal 1
 |
| Week 3A: February 9  | NAVIGATING SUPERVISORY RELATIONSHIPS & COMMUNICATION*In-Person* *Agenda:* * Guest speaker- Amanda-rae Barboza Barela*, Interim Associate Director of Specialty Projects & Engagement,* *Residence Life*
* Discussion of readings
* Experiences in your field placement sites

*Readings due today:* * Development and Validation of the Inclusive Supervision Inventory for Student Affairs (*available on Canvas*)
* Amey & Reesor (2015), Chapter 4- Supervisory Style (*available under Reading List on Canvas*)

*Optional readings and resources to further your learning:** Reflections on Building Capacity as a Supervisor in College Student Services (*available on Canvas*)
 |
| Week 3B: February 16 | *Assignments due today:* * Journal 2
* Article review paper due
 |
| Week 4A: February 23 | DIVERSITY, EQUITY, AND INCLUSION IN STUDENT AFFAIRS*In-Person* *Agenda:* * Guest Speakers: Darnell Thompson, *Assistant Director of Education* and Lindsay Jeffers, *Assistant Director of Programming, Center for Social Justice Education and LGBT Communities*
* Discussion of Student Affairs Commitment to Racial Justice
* Experiences in your field placement sites

*Readings due today:* * Five Things Student Affairs Professionals Can Do to Embed Racial Justice into their Work (*Available on Canvas*)
* [Implicit Bias in Action](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fapp%3Ddesktop%26v%3Du3aCKTfei_4&data=04%7C01%7Cstephanie.brescia%40gse.rutgers.edu%7Ca893547c13744ca4d12d08d9d51337dc%7Cb92d2b234d35447093ff69aca6632ffe%7C1%7C0%7C637775100778505819%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=uipERUMsemveenSDqerdHwwBieLXTukCTp0mAVSvbSQ%3D&reserved=0)
* [Student Affairs Commitment to Racial Justice:](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.naspa.org%2Fevents%2Fstudent-affairs-commitment-to-racial-justice-day-of-action%3Ffbclid%3DIwAR0ipXx-P5C0WWev4v4W5iZuWUY2hnYWwGdYOGNTSzVImVJA9wdiA0nQNfk&data=04%7C01%7Cstephanie.brescia%40gse.rutgers.edu%7Ca893547c13744ca4d12d08d9d51337dc%7Cb92d2b234d35447093ff69aca6632ffe%7C1%7C0%7C637775100778505819%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=bZq2bIrmNaucPTKoJVI1LTA8yDRPMnS6QdN39mCUktY%3D&reserved=0) *Watch the 30-minute video of the area of student affairs that is most closely related to your field experience placement. If your field placement is not represented, select an area of interest. Be prepared to discuss during class.*

*Optional readings and resources to further your learning:** [Center for Urban Education’s Racial Equity Toolkit](https://www.cue-tools.usc.edu/)
 |
| Week 4B: March 2  | *Assignments due today:* * Journal 3
 |
| Week 5A: March 9  | ADRESSING IMPOSTER SYNDROME*In-Person* *Agenda:* * [Imposter Syndrome Quiz](https://www.grammarly.com/blog/imposter-syndrome-quiz/)
* Imposter Syndrome Discussion
* Board of Trustees Activity
* Experiences in your field placement sites

*Readings due today:* * [Strategies for Navigating Imposter Syndrome as a Graduate Student and New Professional](https://www.naspa.org/blog/strategies-for-navigating-imposter-syndrome-as-a-graduate-student-and-new-professional)
* [Feel like a fraud?](https://www.apa.org/gradpsych/2013/11/fraud)
* [Overcoming Imposter Syndrome in Student Affairs](https://studentaffairscollective.org/overcoming-imposter-syndrome-student-affairs/)
 |
| Spring Break  | NO CLASS  |
| MARCH 23  | NASPA – NO CLASS  |
| Week 5B: March 30 | *Assignments due today:* * Journal 4
 |
| Week 6A: April 6  | UNDERSTANDING TEAM DYNAMICS *In-Person* *Agenda:* * Tuckman’s Stages of Group Development
* Giving & receiving feedback discussion
* Experiences in your field placement sites

*Readings due today:* * [Receiving feedback doesn’t have to be scary. Here’s how you can get the most out of it](https://www.npr.org/2021/08/24/1030659507/receiving-feedback-doesnt-have-to-be-scary-heres-how-you-can-get-most-out-of-it)
* [The art of giving feedback- How to get it right in 10 steps](https://medium.com/cto-craft/the-art-of-giving-feedback-how-to-get-it-right-in-10-steps-c5b070df3ad)
* [How to encourage feedback between others](https://www.radicalcandor.com/wp-content/uploads/2021/09/How-to-Encourage-Feedback_FINAL.pdf)
* [11 ways for managers to get feedback from their teams](https://www.radicalcandor.com/wp-content/uploads/2021/08/11-Ways-to-Get-Feedback-from-Others.pdf)

*Optional readings and resources to further your learning:** [Radical Candor resources](https://www.radicalcandor.com/resources/#learning)
* [How to have radically candid performance development conversations](https://www.radicalcandor.com/wp-content/uploads/2021/11/Radical-Candor-_-Performance-Development-Conversations_NEW.pdf)
 |
| Week 6B: April 13 | *Assignments due today:* * Journal 5
 |
| Week 7A: April 20  | FIELD EXPERIENCE PRESENTATIONS*In-Person**Agenda:* * Field experience presentations

*Assignments due today at 12 noon:* * Field experience presentations
 |
| Week 7B: April 27 | *Assignments due today:* * Journal 6
* Field Experience Evaluation Form
 |

**GROUP 2:** Moofy, Lesley, Guada, Frank, Mya, Emily, Jassadi, Callie

|  |  |
| --- | --- |
| **Week** | **Topic**  |
| Week 1: January 19th  | WELCOME + INTERPERSONAL EFFECTIVENESS*Virtual* *Agenda:* * Guest Speaker: Marjolein (Maddy) Zijdel, *Manager of Student Involvement, Office for Violence Prevention and Victim Assistance*
* Syllabus & assignment review
 |
| Week 2A: January 26th  | *Assignments due today:* * Journal 1
 |
| Week 2B: February 2 | HEALTH AND WELLNESS*Virtual* *Agenda:* * Field experience first impressions
* Field experience goal setting
* Guest Speaker: Nikita Cuvilje *Health Education Specialist, Rutgers Student Health* (4pm-5pm)

*Assignments due today:* * Getting to Know Your Field Experience Site

*Readings due today:* * [Why Surrendering to Life is Key to Positive Change](https://tinybuddha.com/blog/why-surrendering-to-life-is-the-key-to-positive-change/)
* [Creating Psychological Security for New Professional Graduate Students During the Pandemic](https://www.naspa.org/blog/creating-psychological-security-for-new-professional-graduate-students-during-the-pandemic)

*Optional readings and resources to further your learning:* * [Managing the Stress and Uncertainty of Coronavirus – Podcast](https://hbr.org/podcast/2020/03/managing-the-stress-and-uncertainty-of-coronavirus?utm_medium=email&utm_source=circ_other&utm_campaign=subbenemail_20200324&hideIntromercial=true&deliveryName=DM73693)
 |
| Week 3A: February 9  | *Assignments due today:* * Journal 2
* Article review paper due
 |
| Week 3B: February 16 |  NAVIGATING SUPERVISORY RELATIONSHIPS & COMMUNICATION*In-Person* *Agenda:* * Guest speaker- Amanda-rae Barboza Barela*, Interim Associate Director of Specialty Projects & Engagement,* *Residence Life*
* Discussion of readings
* Experiences in your field placement sites

*Readings due today:* * Development and Validation of the Inclusive Supervision Inventory for Student Affairs (*available on Canvas*)
* Amey & Reesor (2015), Chapter 4- Supervisory Style (*available under Reading List on Canvas*)

*Optional readings and resources to further your learning:** Reflections on Building Capacity as a Supervisor in College Student Services (*available on Canvas*)
 |
| Week 4A: February 23 | *Assignments due today:* * Journal 3
 |
| Week 4B: March 2  | DIVERSITY, EQUITY, AND INCLUSION IN STUDENT AFFAIRS*In-Person* *Agenda:* * Guest Speakers: Darnell Thompson, *Assistant Director of Education* and Lindsay Jeffers, *Assistant Director of Programming, Center for Social Justice Education and LGBT Communities*
* Discussion of Student Affairs Commitment to Racial Justice
* Experiences in your field placement sites

*Readings due today:* * Five Things Student Affairs Professionals Can Do to Embed Racial Justice into their Work (*Available on Canvas*)
* [Implicit Bias in Action](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fapp%3Ddesktop%26v%3Du3aCKTfei_4&data=04%7C01%7Cstephanie.brescia%40gse.rutgers.edu%7Ca893547c13744ca4d12d08d9d51337dc%7Cb92d2b234d35447093ff69aca6632ffe%7C1%7C0%7C637775100778505819%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=uipERUMsemveenSDqerdHwwBieLXTukCTp0mAVSvbSQ%3D&reserved=0)
* [Student Affairs Commitment to Racial Justice:](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.naspa.org%2Fevents%2Fstudent-affairs-commitment-to-racial-justice-day-of-action%3Ffbclid%3DIwAR0ipXx-P5C0WWev4v4W5iZuWUY2hnYWwGdYOGNTSzVImVJA9wdiA0nQNfk&data=04%7C01%7Cstephanie.brescia%40gse.rutgers.edu%7Ca893547c13744ca4d12d08d9d51337dc%7Cb92d2b234d35447093ff69aca6632ffe%7C1%7C0%7C637775100778505819%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=bZq2bIrmNaucPTKoJVI1LTA8yDRPMnS6QdN39mCUktY%3D&reserved=0) *Watch the 30-minute video of the area of student affairs that is most closely related to your field experience placement. If your field placement is not represented, select an area of interest. Be prepared to discuss during class.*

*Optional readings and resources to further your learning:** [Center for Urban Education’s Racial Equity Toolkit](https://www.cue-tools.usc.edu/)
 |
| Week 5A: March 9  | *Assignments due today:* * Journal 4
 |
| Spring Break  | NO CLASS  |
| MARCH 23  | NASPA – NO CLASS  |
| Week 5B: March 30 | ADRESSING IMPOSTER SYNDROME*In-Person* *Agenda:* * [Imposter Syndrome Quiz](https://www.grammarly.com/blog/imposter-syndrome-quiz/)
* Imposter Syndrome Discussion
* Board of Trustees Activity
* Experiences in your field placement sites

*Readings due today:* * [Strategies for Navigating Imposter Syndrome as a Graduate Student and New Professional](https://www.naspa.org/blog/strategies-for-navigating-imposter-syndrome-as-a-graduate-student-and-new-professional)
* [Feel like a fraud?](https://www.apa.org/gradpsych/2013/11/fraud)
* [Overcoming Imposter Syndrome in Student Affairs](https://studentaffairscollective.org/overcoming-imposter-syndrome-student-affairs/)
 |
| Week 6A: April 6  |  *Assignments due today:* * Journal 5
 |
| Week 6B: April 13 | UNDERSTANDING TEAM DYNAMICS *In-Person* *Agenda:* * Tuckman’s Stages of Group Development
* Giving & receiving feedback discussion
* Experiences in your field placement sites

*Readings due today:* * [Receiving feedback doesn’t have to be scary. Here’s how you can get the most out of it](https://www.npr.org/2021/08/24/1030659507/receiving-feedback-doesnt-have-to-be-scary-heres-how-you-can-get-most-out-of-it)
* [The art of giving feedback- How to get it right in 10 steps](https://medium.com/cto-craft/the-art-of-giving-feedback-how-to-get-it-right-in-10-steps-c5b070df3ad)
* [How to encourage feedback between others](https://www.radicalcandor.com/wp-content/uploads/2021/09/How-to-Encourage-Feedback_FINAL.pdf)
* [11 ways for managers to get feedback from their teams](https://www.radicalcandor.com/wp-content/uploads/2021/08/11-Ways-to-Get-Feedback-from-Others.pdf)

*Optional readings and resources to further your learning:** [Radical Candor resources](https://www.radicalcandor.com/resources/#learning)
* [How to have radically candid performance development conversations](https://www.radicalcandor.com/wp-content/uploads/2021/11/Radical-Candor-_-Performance-Development-Conversations_NEW.pdf)
 |
| Week 7A: April 20  | *Assignments due today:* * Journal 6
 |
| Week 7B: April 27 | FIELD EXPERIENCE PRESENTATIONS*In-Person**Agenda:* * Field experience presentations

*Assignments due today:* * Field experience presentations
* Field Experience Evaluation Form
 |