



The Helm

Keeping Advisers on Course

Counseling and Advising Services
College of DuPage
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Oct. 30–Jan. 11

Let the Nominations Begin—Outstanding Advising Award

On October 30, the nomination process for the “Outstanding Adviser Award” will begin. The award was developed as a result of AQIP 2 Action Project: Improving Student Advising. One of the results of the CI Team’s work was to recognize those individuals who excel in academic advising as nominated by students. Students initiate the nomination process and will be asked to nominate individuals who have strong interpersonal skills, and a caring, helpful attitude toward advisees. Nominated individuals will have demonstrated a mastery of institutional regulations, policies, and procedures.



Students will be asked to describe examples of how their academic adviser might have helped to develop meaningful educational plans and addressed their goals; helped them resolve academic issues; helped them monitor their educational progress or helped them understand institutional processes. Students will have an opportunity to vote by paper ballot or through both the COD and “Counseling and Advising” home pages.

The nominees will be asked to respond to a series of questions provided by the College Advisory Committee of Academic Advising (CACADA). The Committee will evaluate the nominees and select two individuals, one through the Academic Affairs Division and one through the Student Affairs Division. In addition to a monetary award of \$500, the winners will receive a plaque and a trip to a national advising conference. Nominations will be accepted through January 11, 2008. The awards will be presented in Spring 2008 along with the Outstanding Faculty Awards.

New Plays for Athletic Advising

Go Chaps!

The Athletic Advising “Game Plan” is including some new plays. Former General Adviser, Stephanie Rose, has become the new Athletic Adviser.

Rose is responsible for providing advising assistance to new and returning student athletes, monitoring sports’ eligibility, presenting academic program information, and working with coaches to support academic progress.

Rose is interested in instituting some new advising initiatives for the student athletes. Creation of an “Athletic Orientation” is on Rose’s agenda. “I’d like to get some second-year athletes speak to the time commitment and other issues. It’s interesting that even though COD is a non-scholarship institution, we have over 300 student athletes. They are full-time students, have part-time jobs,

and have an additional twenty hours per week sport’s commitment.”

She is looking to design programs that are “user specific.” She wants to create workshops concerning “time management for athletes” and “transitioning success in sports into academics.” Rose would like to include the “lingo” of athletics-- competition, determination, persistence, and challenge into the core of this training.

She would like to see the hours of the “Study Table,” the place where athletes study and meet to be tutored, located in the All-American Room in the PE Building, extended. According to Rose, “This has been an extremely useful tool for academic success. The room is packed. We may have twenty-five students at the tables and almost as many sitting on the floor.”

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Athletic Advising...Continued from page 1

Rose will also be assessing the current advising needs of the students. "We may find that the students need transfer or other specific information made available. We may need to adjust our services."

Athletic advising uses a case management approach when dealing with student athletes. "We look at sports eligibility

issues for current and future terms. And we are always looking at the prospect of transfer and what needs to happen to make it a reality. Our student athletes are doing what they do precisely for the 'love of the game.' Hopefully, some of them will have scholarship transfer opportunities. Our student athletes are reflective of the general student population, although they may run a little faster or throw a little further." adds Rose.

Streaming Videos Offers Info about Counseling Services

Counseling services are explained in clear, concise informational segments available on the Counseling website:<http://www.cod.edu/advising/counseling.htm> in streaming video format. According to Edison Wells, COD Counselor, the intent of these streaming videos was to give more visibility as to what counselors do and to provide the information in a fresh, entertaining manner.

In brief, two to five minute segments, Counselors present information geared to students on a variety of issues. Does the student need help in choosing a major or in determining a career? An overview of assessment tools is given along with the benefits and different approach of each.

Students are provided information about the "Career Assessment Inventory" (for those seeking immediate career entry with minimal training and education); "Decision Making Assessment" (helps to narrow down potential careers based upon interests); "California Occupation Preference Survey" (determines the kind of work the student is interested doing); "Self-directed Search" (career and educational choices are matched with abilities and interests); "Strong Occupational Interest Inventory" (uses the premise that people are more satisfied and productive when they are in jobs which they find interesting and they will work better when they are with people who share similar interests); and finally the "Meyer-Brigs" (seeks to find a balance between career and personal goals).

With input from the student, Counselors will determine which test or combination of tests will best be able to produce the information being sought.

A separate streaming video offers information about the various workshops offered throughout the term to all students, faculty, staff, and community members free of charge. [Food for Thought](#) presentations are offered through Counseling Services and [Student Success](#) workshops are sponsored by Student Services.

"Food for Thought" sessions are designed to be more affective and choose emotional issues as topics—depression, anxiety, or leadership. "Student Success" workshops are more academically geared, with topics such as note taking strategies, time management, or current job trends.



The "Life Choices and Career Exploration" streaming video deals with the transition into college as either a traditional student, or as a non-traditional trying to balance family, work, and academics. An explanation of the "Standards of Academic Progress" is offered along with a sample of the "Student Planning Worksheet." Career exploration takes place by finding a match between the individual's values, skills and personality traits and particular occupations.

A separate video explains "Personal Counseling," while another details "Referrals to an Outside Agency." Personal counseling is discussed as a way to resolve problems with an objective professional offering a fresh perspective with a compassionate ear. Personal Counseling can offer a way to regain control of one's life and how to deal with concerns in an effective way.

Students needing more extensive counseling services for more complex personal issues extending beyond four to six sessions are given referrals to outside agencies. Students will be referred to appropriate community agencies or to a private practice. The intent is to remove the constraints or barriers that prevent the student from doing well.

Please direct your students to the Counseling website. Encourage them to view the streaming videos to get a sense of the scope of the counseling services. For further information contact the Counseling and Advising Center at: (630) 942-2259.

More Options Create More Opportunities

Creation of new degrees and certificates broaden COD's educational scope. A number of new programs were developed to assist our students in their academic success. A brief update of them follows.

The [Non-Invasive Electrocardiography Certificate](#) Program began Fall Term 2007. The three-semester curriculum includes both classroom and clinical experience. The program will be offered year round including summer term. At this time there is no application of admittance required. Upon completion students will be able to apply to take a certifying exam through Cardiovascular Credentialing International.



Students in the program will become proficient in performing non-invasive cardiovascular assessments, including EKG, Holter monitor, and treadmill stress tests. "Non-invasive" indicates no probes or other instruments are inserted into the patient's body.

Many are familiar with the traditional Electrocardiography (EKG), the procedure which records the electrical activity of the heart muscle via electrodes placed on the chest.

For Holter monitoring, technicians place electrodes on the patient's chest and attach a portable EKG monitor to the patient's belt. Following 24 or more hours of normal activity by the patient, the technician removes a tape from the monitor and places it on a scanner. Physicians use the output from the scanner to diagnose heart ailments, such as heart rhythm abnormalities or problems with pacemakers.

For a treadmill stress test, EKG technicians document the patient's medical history, explain the procedure, connect the patient to an EKG monitor, and obtain a baseline reading and resting blood pressure. Next, they monitor the heart's performance while the patient is walking on a treadmill, gradually increasing the treadmill's speed to observe the effect of increased exertion.

According to Nancy Feulner, Coordinator of the program, "The great thing about this certificate is that it complements other programs already in place—the Medical Assistant Degree Program, which began last year and the Phlebotomy/EKG Certificate Program. It offers opportunities with relatively short term training, to extend expertise within the health care area. As the population ages, older people have a higher incidence of heart problems and use more diagnostic imaging. More and more of these proce-

dures are taking place in doctors' offices which insures growth for health support staff."

Thirty-six students will be admitted to the very first [Practical Nursing](#) (PN) class in January 2008 at the Westmont Center. The need for this program was determined by discussion between COD and area health care providers. The PN program prepares students for careers as Licensed Practical Nurses (LPN).

Licensed practical nurses care for the sick, injured, convalescent, and disabled under the direction of physicians and registered nurses. Most LPNs provide basic bedside care, taking vital signs such as temperature, blood pressure, pulse, and respiration. They also prepare and give injections, monitor catheters, dress wounds and provide massage therapy. They collect samples for testing, perform routine laboratory tests, feed patients, and record food and fluid intake and output. LPNs monitor their patients and report adverse reactions to medications or treatments.

According to Theresa Bucy, Coordinator-in-training of the program, "This program fills the gap between the Certified Nursing Assistant (CNA) and Associate Degree of Nursing (ADN) at the College of DuPage, creating a smooth transition for students who choose to continue their education. Students who complete the PN program, as well as the prerequisite courses and a specialized "bridge" course at COD can move into the second year course work of the ADN program at the college."



The Licensed Practical Nursing Capacity Bridge program at COD is funded in part by a \$1.4 million US Department of Labor, President's Community-Based Job Training Grant. COD is currently awaiting approval for the program from the Illinois Community College Board (ICCB) and the State Board of Nursing.



Within the [Interior Design](#) Department, the National Kitchen and Bath Association (NKBA) has endorsed COD's Advanced Kitchen and Bath Certificate which serves to validate the quality of the program. After completing this certificate program, the students' resume will be enhanced by the NKBA educational endorsement when it is reviewed by future employers and clients.

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The [Facility Management](#) program at COD offers a degree and newly created certificates—the “Facility Management General Certificate” and the “Facility Management Technician Certificate” that prepares graduates to participate in a wide range of facility and building management fields. According to Associate Dean, Karen Randall, industry professionals were consulted when creating these certificates.



Facility managers are responsible for coordinating the physical workplace with the needs of both workers and the organization itself. The job title, “facility manager” can mean many things. At the top of the professional spectrum, a facility manager may manage millions of dollars in corporate assets, such as buildings, equipment, furniture, and art work. Or a facility manager may manage a single building and be the “go to person” actually responsible for the security, maintenance, and grounds keeping.

“The dominate student in our program is someone who is working in maintenance management or is working as an assistant to a manager. We see trades people who know the technical side and want to learn the business side.” notes Jim Huggins, Coordinator of the program. “However, we also have many people with degrees who are coming to us and wanting to learn the technical aspects of electrical or mechanical systems. They want to know if they are being given accurate information from the HVAC specialists.”



The new “[Construction Supervision Degree](#)” offered through the Architecture Department was created for a specific audience. According to Jane Ostergaard, Coordinator, “This degree was designed solely to coordinate with union apprenticeship programs. Generally, when students are admitted to an apprenticeship, there may be a waiting period before it begins, and that would be the ideal time for the student to begin his/her studies with us. After completing the apprenticeship program they can continue taking one or two classes each semester until they complete their degree. The degree also includes co-op credit for internships. Their professional certification would be complimented by their completion of the AAS degree.”

The Construction Supervision degree combines a variety of architecture and business classes with extensive cooperative work experience to prepare students for supervisory and administrative positions in the construction industry.



The “[Pre-Architecture Certificate](#)” was also created to fill a particular niche. It was designed for students interested in getting an advanced degree in architecture but who may hold an undergraduate degree in something unrelated. This certificate helps prepare them for their transfer. Ostergaard deems the certificate “portfolio based.” Students will have an opportunity to create an extensive portfolio through assignments from various classes. Most Architecture schools require a portfolio for admission by transfer students.

Ostergaard adds, “The certificate also works well for students who will be transferring to undergraduate programs where their general education requirements do not align with our AAS requirements.”

Two new degrees are being offered through the Heating, Ventilation, Air Conditioning and Refrigeration (HVACR) program. The “[HVACR Contractors Degree](#)” is for someone interested in owning or managing an HVACR company. According to Herb Haushahn, Coordinator, “There is actually a dual entry aspect to this program. It’s ideal for someone who is already a contractor and is looking to develop additional business and management skills and it also would also be a good fit for someone who is aspiring to own their own business.”

Students seeking this degree will be required to take the technical courses required for the HVACR program’s Service Technician certificate, which will ensure their technical skills are strong. These courses will be complemented by business, accounting, and management courses which are essential for helping the student to understand and manage a business. A new course was developed specifically to be part of the curriculum, “HVACR Contracting.” The course covers profitability, capital structure, advertising, hiring and compensation, vendor selection, job estimation and pricing.



The “[Building Environmental Degree](#)” was designed for someone who is already in the building environmental management field or is working as a stationary operator. Students seeking this degree will receive the technical training required for being a stationary operator along with the business training considered essential in the management arena. Haushahn adds, “This degree is an ideal vehicle for someone desiring upward mobility in their career.”

For more information about any of the featured programs; check their websites or contact the program coordinators.

Student Success and Food for Thought Workshops



How to Cope with the Holiday Blues—Food for Thought

November 5, noon to 1:30pm

November 6, 6 to 7:30pm

Student Resource Center (SRC), Room 1450A/B (inside the cafeteria)

While the holiday season is often a time of joy and excitement, some people feel down, lonely, and even depressed. This workshop discusses some of the signs and symptoms that people can experience during the holiday season, and ways of coping with them.

Presenter: Dennis Emano, Counselor

Student Success Workshop for Students with Mental Health Issues

November 14, noon to 1 pm

Student Resource Center (SRC), Room 1450A (inside the cafeteria)

College students with psychiatric issues sometimes face unique challenges that can arise as a result of their mental health condition. This workshop focuses on some concerns students with psychiatric issues might face and identifies resources to help them be successful.

Presenters: Dana Thompson and Michael Duggan, Counselors

Listen to Your Heart to Find Your Direction—Food for Thought

November 27, 6 to 7:30pm

November 28, noon to 1:30pm

Student Resource Center (SRC), Room 1450A (inside the cafeteria)

If you choose an occupation you love, you will never have to work a day in your life. What is it that causes some to enter a career such as law or firefighting, while others look forward to teaching or nursing? Learn how values guide and influence our decisions. This fun and interactive workshop helps you discover how to find more meaning in your work and life.

Presenters: Sandy Werner and Michael Duggan, Counselors

Calming Café

December 17, 9am to 6pm

December 18, 9am to 6pm

Student Resource Center (SRC), Room 1450 A/B

Hosts: COD Counseling Services

Frazzled, freaked out or on edge during finals week? Take some time to stop by the COD Calming Café to relax and rejuvenate. Sip some herbal tea and alleviate your nervous tension in a peaceful, soothing environment.

Provided in collaboration with Student Activities and Honors

For Americans with Disabilities Act accommodations, call (630) 942-2141 (voice) or (630) 942-858-9692 (TDD).

University and College Field Trips



The College of DuPage Multicultural Student Center is sponsoring field trips to Illinois colleges and universities. Find out about the transfer process and tour the college campus. Please encourage interested students. A schedule of upcoming dates follows:

- Northern Illinois University—November 2 (Leaving at 8:30am and returning to COD no later than 4:00pm)
- Columbia College—November 8 (Leaving at 8:00am and returning to COD no later than 4:00pm)
- University of Illinois--Chicago—November 9 (Leaving at 9:30am and returning to COD no later than 4:00pm)

To reserve a spot, visit the Multicultural Student Center in IC 2084. A \$3.00 deposit (refundable the day of the trip) is required for all reservations. For more information contact: (630) 942-2848.

Letters of Recommendation

Tools & Tips

By Marge Peters

With transfer application deadlines occurring in winter and early spring, students may request a “letter of recommendation.” Here are some helpful resources:

From the College Board Counselor’s Connection, tips for teachers on what to include in a recommendation, length, and what students should tell **you** about themselves to help you write a better letter.

<http://www.collegeboard.com/prof/counselors/apply/2.html>

Be sure you are FERPA compliant with the information you include! Additional COD FERPA info:

Family Education Rights and Privacy Act: <http://www.cod.edu/yrtk/#privacy>

Registration and Records Faculty Resources on **my.cod.edu**: <http://www.cod.edu/dept/faculty%5Fresource/index.doc>

Letter that can be used for student to request Letter of Recommendation

[http://www.cod.edu/dept/faculty%5Fresource/Student%20Request%20for%20Letter%20of%20Recommendation%20\(Records%20office\).doc](http://www.cod.edu/dept/faculty%5Fresource/Student%20Request%20for%20Letter%20of%20Recommendation%20(Records%20office).doc)

Also, there are numerous books and samples on CD available from the Library. See a Librarian for more information.

Rx for Health Science Students

Counselors Michael Duggan and Sandy Werner have developed a ninety-minute “Stress Management” workshop specifically for students in the health sciences area. The workshop began as a pilot project last spring and received much positive feedback. According to Duggan, “It was developed as a resource for students because many of them felt alone and overwhelmed in the highly competitive atmosphere filled with quizzes, tests, labs, and clinicals. We wanted to bring a sense of community and interaction for the students.”

Werner adds, “We wanted to ‘honor’ the students who have been admitted into highly competitive programs and help them feel proud of their accomplishments.”

The workshop opens with a humorous power point to serve as an “ice breaker.” A “Jeopardy-style” game is played in which students provide questions to answers about their feelings. It’s anonymous, but they are able to see the frequency in which certain answers are selected. They begin to see their feelings are shared by others.

Werner offers a presentation about “Coping with Anxiety,” based on a book by Edmund Bourne. Some of the topics covered include relaxation techniques for mind and body; explanations of distorted, polarized, and realistic thinking; overgeneralization; magnifying; and personalization. Strategies are offered in a holistic format. Students create their own coping statements and practice positive affirmations.



The third segment of the workshop centers on an open discussion by the students minus faculty. Duggan believes, “This is probably the most valuable aspect for the students. They are able to discuss their personal fears and concerns. They also get a sense they are not alone.”

According to Kim Oosterhouse, Nursing Assistant Professor, whose classroom was used during for the pilot, “Michael and Sandy were great. They highlighted many college resources. But most importantly, they let the students know they have already have a ‘built-in-support system’ in place—their classmates.”

We welcome comments and suggestions to The Helm.

Please contact: Mandy Kouri, Advising Support Coordinator

Counseling and Advising Services

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kourim@cod.edu



*The sail, the play of its pulse so like our own lives;
so thin and yet so full of life, so noiseless when it labors hardest,
so noisy and impatient when least effective.*

Henry David Thoreau