What is Student Counseling at VCOM All About?

Dr. Fadel and Dr. Magalhaes provide counseling for students who are struggling with academics, relationship issues, anxiety, life transitions, organizational skills, and stress management. These are the most common issues that medical students tend to encounter; however, this list may include anything else that surfaces as a barrier to success in medical school like substance use, grief, and perfectionism. Sometimes students just feel overwhelmed and are unsure of the next best steps to take. Drs. Fadel and Magalhaes can assist with problem-solving and also provide recommendations for any outside services that may be beneficial. No issue is too big or too small, so don’t hesitate to talk to them about students that you are concerned about or to refer a student to them. Their doors are always open!

Natalie M. Fadel, Psy.D.
Dr. Fadel is a clinical faculty member who specializes in behavioral medicine. She provides academic and student counseling at the VCOM-Carolinas Campus, lectures on various topics in psychiatry and ethics, and serves as the humanistic expert for the Standardized Patient program. She is a Clinical Psychologist and licensed to practice in South Carolina, North Carolina, and Illinois. Dr. Fadel received her Masters and Doctoral degrees in Clinical Psychology from the Chicago School of Professional Psychology, and graduated from the University of Michigan with an undergraduate degree in Psychology. The focus of Dr. Fadel’s recent clinical work has included individual therapy for individuals dealing with acute mood disorders, addiction, eating disorders, anxiety, and PTSD. She is currently starting private practice work in downtown Spartanburg.

Ed Magalhaes, Ph.D.
Dr. Edward Magalhaes is a clinical faculty member who specializes in behavioral medicine. He provides academic and student counseling at the VCOM - Virginia Campus, lectures on various topics in psychiatry and ethics, and serves as the humanistic expert for the Standardized Patient program. Dr. Magalhaes received his Doctoral degree in Education Curriculum & Instructional Design focused on Health Promotion & his Masters in Counseling at the VCOM Virginia Campus, lectures on various topics in psychiatry and ethics, and serves as the humanistic expert for the Standardized Patient program. Dr. Magalhaes is also the immediate-past president of the Virginia Counselors Association.

Exciting Addition to The Center

Please join us in welcoming La'Toya Thomas-Dixon, Ed.D. Dr. Thomas-Dixon is the new Director for The Center for the Carolinas Campus and will be overseeing faculty and staff development, National Boards, academic interventions with students, and support for faculty to improve teaching practices. She has 17 years of experience as an educational professional, beginning her career as a teacher and subsequently serving as an Assistant Principal, Principal, and Principal Coach. Most recently, she served as the Director of Elementary, Early Childhood, Gifted Services and ESOL Learning with Jasper County School District in South Carolina. Please stop by and introduce yourself...she will be a great addition to VCOM!

Want More Information - Contact Us!

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Interactive Ideas for Your Classroom

Looking for strategies to supplement your lectures? This section will highlight active learning strategies that can be easily incorporated into your classroom.

Effective Ways to Assess Learning

Have you ever left the classroom unsure of what students took away from your lesson, asking yourself, “Exactly what did they learn today?” or “Did they get it?” It’s easy to feel this way after a day of lectures where you have zero or minimal feedback from the students.

Formative vs Summative Assessment

In 1967 Michael Scriven defined two types of evaluation: formative and summative. Summative evaluation is designed to measure the level of proficiency that has been obtained at the end of learning. An example of this is one of the MC exams scheduled on our block calendars. The State collaborative on Assessment and Student Standards (SCASS) defined formative assessment as “a process used by teachers and students during instruction to improve students’ achievement of intended instructional outcomes.” In other words, formative assessment makes it possible to know what your students know while the teaching and learning process is ongoing, which allows you to assist students before the summative exam (because then it’s too late!).

Ideas

Here are a few quick and easy ways to incorporate formative assessment into your daily lectures:

1) i-Clicker questions - These don’t have to be quizzes. They can be ungraded, individual questions asked throughout lecture. Make it interactive and require students to discuss their answers if less than 80% get the correct answer and vote again.
2) Have students submit an outline or concept map of a particular process and provide feedback.
3) Design an on-line communication forum for students where they will feel more comfortable asking you questions rather than coming by your office.
4) Have groups give a 5 minute presentation on a topic. This can be spread out over the whole course so that only 1 group presents a day.
5) Have students solve a case together and present or submit their diagnosis and treatment.

The Most Important Part

Formative assessment isn’t just about giving the assessment. Remember from the definition, that formative assessment is a process. It requires you to analyze the results and make appropriate changes mid-stream. This might require that you modify your teaching methods, reteach some material, design an out of class intervention, or work with students to identify ways they can improve their learning. This process is what makes formative assessment formative.

Finally, keep in mind that the outcome of a summative assessment can be used formatively when students or faculty take the results and use them to guide their efforts and activities in subsequent courses.

Are you looking for professional growth opportunities?

Schedule a classroom observation today!

Faculty and Staff Development Sessions

- What is VCOM’s Simulation and Educational Technology Center?
- The History, Philosophy, and Practice of Osteopathic Manipulative Medicine
- Medline Literature Searching
- Correctly Utilizing VCOM’s Business Office Forms
- How to Help the Struggling Student
- Effective Use of FluidSurveys™
- White Poison: The Dangers of Sugar Addiction
- The Importance of Adult Immunizations

If you have a faculty/staff development session you would like to suggest, please contact Debbie Bourne at dbourne@vcom.vt.edu.

Quick Fact

Did you know that after 2 weeks we tend to remember:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 70% of what we say
- 90% of what we say and do

Why? Learning activities above the line require only passive learning. Those below require active learning. Educational research tells us that active learning activities are required for long-term retention and higher order understanding of the material.

What kinds of learning activities do students experience in your classroom?