COUNS 100 - Success Strategies for the Adult Reentry Student

Approval Date: 10/16/2008  Effective Term:

Department: COUNSELING
Division: Enrollment Services
Units: 3.00
Grading Option: Letter Grade
Transferability: CSU Transferable
Course is: AA/AS Degree
Repeatability:
Contact Hours per Term:
Lecture/Discussion: 3.00
Associate Degree GE Applicability: No
Recommended Class Size: 35

Discipline/Minimum Qualifications:
Counseling

Catalog Description:
Introduces adult reentry students to the educational, psychological, intellectual, social and health-related factors that impact lifelong learning, well-being, and success. Topics include motivation, self-discovery and self-efficacy, critical and creative thinking, effective study strategies, learning styles, health & wellness issues and lifestyle choices, effective written and oral communication, cross-cultural communication, time and stress management strategies, career exploration and educational and life planning.

Schedule Description:
Integrates personal growth and values, academic study strategies and critical and creative thinking proficiency for adult reentry students, emphasizing the attainment of lifelong success in academic, professional, and personal development.

Student Learning Outcome:
1. Evaluate the psychological factors that influence learning and develop and utilize strategies for increasing one’s ability to study, think critically, and set and achieve educational, career and life-long goals by developing an extended education/life plan.
2. Examine the principles of critical thinking and apply them in effective decision making and goal setting, resulting in the creation of a personal model for using critical thinking in everyday life situations.

Course Objectives:
1. Apply strategies for increasing one’s motivational level and decreasing one’s fear level
2. Apply critical thinking strategies for effective decision-making and goal setting
3. Choose effective study strategies and apply these strategies to educational and workplace settings
4. Examine health issues such as stress, nutrition, exercise and life-style choices that affect lifelong well-being
5. Develop and employ effective written and oral communication strategies and research skills
6. Create effective strategies for managing time and stress and achieving lifelong goals
7. Assess interests and values as a foundation for career, educational, and lifelong planning
8. Select and utilize appropriate technologies and college resources.
9. Investigate and select transfer institutions based on an understanding of the systems of
resources.

**Course Content Outline:**

1. The Discovery and Intention Journal Entry System/guidelines:
   A. How to journal in a way that will improve the quality of your life
2. Making the transition to higher education and succeeding at any age
   **Aging Body/Aging Mind:**
   A. You're never too old
3. Connecting to resources and using them: You're not alone
4. Mastering Technology to access information needed to implement educational, career, and lifelong planning
5. Linking world of work and world of school: Connecting the dots
6. Ways to change a bad habit into a good one: 21 day method
7. Power Process/Empowerment: Co-dependency no more
8. Self-Discovery:
   A. Discover what you want and achieve it/goal setting
   B. Taking inventory/Baseline/Telling the truth
   C. The Discovery Wheel
   D. Discovering how you learn and developing a student profile
   E. Using your learning style profile to succeed in school
9. Multiple Intelligences: How many ways to "be smart"
10. The VARK System - MBTI
11. The Value of higher education - how much is a degree worth?
12. Motivation & How does it relate to emotion?
13. Reading Skills:
    A. SQ3R Method
    B. 5 ways to highlight a text
    C. Muscle reading
    D. Reading Fast
    E. Using your library
    F. Reading with children under foot
14. Writing skills:
    A. 3 phases of effective writing
    B. writing e-mails that get results
    C. avoiding plagiarism
15. Note Taking Strategies:
    A. The Cornell Method
    B. Mind Mapping
    C. Taking notes while reading
16. Strategies for enhancing memory:
    A. Long-term vs short-term memory
    B. Mnemonics
    C. Aging Body, Aging Mind / Aging Brain?
    D. Separating myth from fact
17. Test taking strategies:
    A. Disarm tests
    B. What to do before the test
    C. Predicting test questions
    D. How to take a multiple choice test
    E. Collaborative learning - study groups
    F. How to take objective tests
    G. Letting go of test anxiety
    H. Getting ready for math tests
18. Developing critical thinking:
    A. Ways to create ideas
    B. 12 common mistakes in logic
    C. Uncovering assumptions
    D. 8-Stage model of critical thinking (A Dead Cat)
    E. Thinking critically about information on the internet
19. Creative thinking:
    A. How to measure
    B. Relationship between between IQ and creativity
20. Communication:
    A. **[Link to course outlines](http://www.curriculnet.com/courses_id=1838)**
    B. Cross-cultural interactions
D. 5 ways to say "No" gracefully
E. 7 steps to effective complaints

21. Decision making skills:
   A. 4 ways to solve problems
   B. Choosing a major
   C. How to make transitions successfully - the only constant is change

22. Sexism and sexual harrassment: How to deal with

23. Students with disabilities: Know your rights

24. Leadership in a diverse world: Are you a natural born leader?

25. Health & Wellness:
   A. Take care of your machine - fuel it, move it, rest it, protect it
   B. Prevent and treat eating disorders
   C. Seven dietary guidelines
   D. Resiliency and the stress resistant person
   E. Gaining awareness of self-defeating behaviors and defeating them
   F. Developing self-efficacy and it's relationship to health and self-esteem

Methods of Instruction:
Lecture:

Methods of Evaluation:
Essays
Projects

Journal Entries Group Projects Reaction papers Objective tests Essay tests Public speaking presentation

Typical Assignments:
Reading:
Text readings Read supplemental packet materials (handouts)

Writing, Problem Solving or Performance:
Journal Entries Reaction papers Essays Critical thinking and creative thinking exercises Class oral presentation

Other:
Individual Behavioral Modification Program Case studies analysis Completion of educational plan (short-term and long-term)
Required Materials Examples:
Book 1
Author: Ellis, Dave
Title: Becoming a Master Student
Publication Date: 2009
Publisher: Houghton Mifflin Company
Edition: 12TH

Course Preparation:
Prerequisite(s): None
Co-Requisite(s): None
Recommended: None