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| EAGL 0200**Healthy Habits** **Fall 2022****- - - - - - - - - -****Department of Special Education, Rehabilitation, and Counseling****College of Education**Instructor Information**Advisor:** Dr. Jessica Miltonjessicamilton@auburn.edu  |  |

**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**Course Syllabus**

**Course Number EAGL 2100**

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| **Course Title** | Healthy Habits |
| **Credit Hours** | 3 credit hours  |
| **Prerequisites** | Transition to Post-secondary Education (E1) |
| **Course Meeting** | Wednesdays 9-10:30 Haley 1221 |
| **Corequisites** | N/A |
| **Professor** | Dr. Jessica Milton  |
| **Office Location** | Foy |
| **Phone/E-mail** | jlh0022@auburn.edu |
| **Office Hours**  | By appointment  |
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1. **Date Syllabus Prepared:** Updated July 2022
2. **Textbooks or Major Resources-** There are no required textbooks for this course. All students will have internet access to libraries, learning centers, and/or laboratories that will facilitate their successful completion of the course. See “Who’s Future is it anyway?” <http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway>
3. **Course Description-** This course focuses on strengthening skills learned and acquired as a first-year college student. This course also focuses on developing healthy habits through the creation of a detailed habit plan and incorporates application-based activities, and real-world practice in their everyday lives. Students' identity healthy habits and how they will personally incorporate them into all domains of their lives: Academics, Employment, Independent Living, Personal/Social, and Health and Wellness.
4. **Student Learning Outcomes:**

1.      Students will explain the importance of a healthy lifestyle and connect how it relates to their life.

2.      Students will identity their current habits and develop a habit plan.

3.      Students will identify their values and how their habits affect their decision making.

4. Students will explore techniques to maintain healthy habits.

**Course Requirements/Evaluation.**

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| **Healthy Habits** |
| **DAY** | **DATE** | **CLASS** | **ASSIGNMENT DUE** |
| Week 1 | August 17 | Introduce ExpectationsCanvas OverviewPretest |  |
| Week 2 | August 24 | Email Etiquette | Strengths Exploration pgs. 3 & 4 due at beginning of class  |
| Week 3 | August 31 | Strengths Exploration | Application Activity in class (10 points)Guided Notes DueTherapist Aid – Strengths Exploration Document pages 1 & 2 due in class. Pages 3 & 4 Homework |
| Week 4 | September 7 | Navigation Checklist Refresher  | Walk navigation checklist as groupTherapist Aid – Strengths Exploration Document pages 1 & 2 due in class. Pages 3 & 4 Homework |
| Week 5 | September 14 | Tiger Transit | Application Activity in class (10 points)Guided Notes Due |
| Week 6 | September 21 | Study Tips & Test Anxiety | Application Activity in class (10 points) Guided Notes Due |
| Week 7 | September 28 | Self-Care | Complete self-care assessment in class Self-care Reflection due (15 points) Guided Notes Due |
| Week 8 | October 5 | Communication with Others Setting Boundaries | Passive, Aggressive, and Assertive Communication activity in class (30 points) |
| Week 9 | October 12 | Stress Management Gratitude Journal | In class application activity (10 points) |
| Week 10 | October 19 | Time Management  | Time Management Plan (25 points) Guided Notes Due |
| Week 11 | October 26 | Hygiene: Grooming & Appearances  |  |
| Week 12 | November 2 | Exploring Values Values: Self-Exploration | Sentence Completion Activity (10 points) Guided Notes Due |
| Week 13 | November 9 | Relationship – Conflict Resolution Relationships – Small Talk |  |
| Week 14 | November 16 | Healthy Habits Plan |  |
| Week 15 | November 30 | Presentations | Healthy Habits Plan Presentation (100 points)Guided Notes Due |
|  |  | Post Test |  |

**Assignments & Projects:**

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| **Activity** | **Points** | **Grading Scale**  |
| Strengths Exploration  | 60 | A90% - 100% |
| Self-care Reflection  | 15 | B80% - 89%  |
| Passive, Aggressive, & Assertive Communication  | 30 | C70%-79% |
| Time Management Plan  | 25 | D 60%-69% |
| Healthy Habits Plan | 100 | F59% and below  |
| Application Activities  | 40 |  |
| Sentence Completion  | 10 |
| Guided Notes  | 100 |
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| Total Possible: | 380 |

**Strengths Exploration:** Using the **Strengths Exploration** worksheet, students will identify their strengths, and then explore their roles in different areas of life (relationships, professional life, and personal fulfillment). Students will think about ways in which they currently use their strengths, along with new ways they could begin using them.

**Self-care Reflection:** The **Self-Care Reflection** asks students to think about how frequently, or how well, they are performing various self-care activities. Activities are divided into five categories: physical, emotional, social, spiritual, and professional. This reflection is designed to help students reflect on their current self-care practices, recognize areas where they could improve, and generate ideas for new self-care activities they would enjoy.

**Passive, Aggressive, & Assertive Communication:** The **Passive, Aggressive, and Assertive Communication** worksheet gives an overview of each communication style, along with tips to help students recognize each one.

**Time Management Plan:** Students will detail how long they spend on specific activities over the course of a week (7 days). Students will analyze their daily activities, then work to improve identified areas to increase productivity and efficiency.

**Healthy Habits Plan:** After learning about healthy habits and reflecting on students’ current habits, each student will develop a healthy habit plan. They will reflect and evaluate their current habits and detail how they will start participating in health habits. Students will create presentations to present their healthy habit plan to the class.

**Application Activities:** Students will complete various application activities. These activities will include hands-on activities that directly relate to the weeks’ topic. Application activities will provide an assessment for the students’ newly learned skills.

**Sentence Completion:** This activity helps students identify their own positive traits and accomplishments and reflect on each.

**Guided Notes:** Students will complete guided notes during classes to actively engage them, require responses during lecture, improve the accuracy and efficiency of students’ notetaking, and increase students’ retention of course content.

**Class Policy Statements.**

**Excused Absences.** Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook for more information on excused absences,

<http://www.auburn.edu/student_info/student_policies/>.

**Make-up Policy.** Arrangement to make up missed assignments (e.g., site visits) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, make-up assignments will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up assignment(s) will be arranged during the last three days before the final exam period begins.

**Auburn University Policy on Classroom Behavior.** “. . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions. . .Students have the responsibility of complying with behavioral standards. . .Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun, eating or drinking, use of tobacco products, monopolizing discussion, persistent speaking out of turn, distractive talking, including cell phone usage, audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor, refusal to comply with reasonable instructor directions, employing insulting language or gestures, verbal, psychological, or physical threats, harassment, and physical violence.”

See Student Policy eHandbook, <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>.

**Academic Honesty Code:** All portions of the Auburn University student academic honesty code (Title XII <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>) found in the *Student Policy eHandbook* will apply to university courses All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. Students are to read the honesty code carefully, making sure they understand the policy, its implications for their work (e.g., tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

**Assignments.** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA) Publication Manual. Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. Assignments must be turned in the day the assignment is due by the time listed on Canvas. All assignments should be posted on Canvas under there corresponding Assignment link. Please do not email assignments. Also, assignments must be turned in by the student completing the assignment. No late assignments will be accepted unless accompanied by an excuse approved by the university.

**Course Contingency.** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**Accommodations for Students with Disabilities.** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Student Academic Grievance Policy.** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” Refer to the ***Student Academic Grievance Process Summary*** of the [*Student Policy eHandbook*](file:///F%3A%5C05-SPRING%2018%5Cauburn.edu%5Cstudentpolicies) *(*[*auburn.edu/studentpolicies*](http://www.auburn.edu/studentpolicies)*)* for more information.

**Liability Coverage.** Student’s officially registered and enrolled at Auburn University are covered by professional liability insurance in the amount of $1,000,000. Students who may need to document this coverage may request such from the College of Education’s Educational Services Office. The phone number for this office is 334-844-4448.

**Professionalism.** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework, <http://education.auburn.edu/aboutus/conceptfmwrk.html>. These professional commitments or dispositions are listed below:

* + Engage in responsible and ethical professional practices;
	+ Contribute to collaborative learning communities;
	+ Demonstrate a commitment to diversity; and
	+ Model and nurture intellectual vitality.