**COUN 2970 – 004**

Professional and Personal Success Skills

**T/R 9:30 – 10:45 am**

**Room 319**

**Spring 2018**

**Department of Special Education, Rehabilitation, Counseling/School Psychology**

**College of Education**

Instructor Information

**Taylor Langley, M.S.**

**tzl0042@auburn.edu**

**SADC Room 234B**

Office Hours

**By appointment**

**Location: Room 234B**

**Student-Athlete Development Center**



**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 2970 – 004

Course Title: Professional and Personal Success Skills

Prerequisites: None

Credit Hours: 3 semester hours credits/Graded

Class Meeting Times: T/R 9:30 – 10:45 am

Class Location: Student-Athlete Development Center 319

Instructor(s): Taylor Langley, M.S.

Office: Student-Athlete Development Center Room 234B

Office Hours: By appointment

E-mail: tzl0042@auburn.edu

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| *The course syllabus is a general plan for the course.*  *Deviations may be necessary and will be communicated to the class in a timely manner.* |

**COURSE DESCRIPTION**:

This course offers an opportunity for students to explore topics that relate to healthy and successful engagement in college, both personally and professionally. Processes of self-exploration and reflection are critical components of this course that contribute to your making educated academic and career decisions. In addition to traditional classroom activities, the content is presented in an experiential manner through interactive discussions, individual and group projects, and contact with campus resources.

## OBJECTIVES:

1. Students will explore interests, values, and personality in relation to academic and professional goals.
2. Students will gain an awareness of diversity and intercultural communication.
3. Students will gain an awareness of current and important social issues.
4. Students will learn to utilize important personal and professional skills to increase future success.

**ASSIGNMENTS & READINGS:**

To make this class meaningful and useful, you must keep up with the readings and assignments as outlined in this syllabus. You will get out of this course exactly what you put into it; i.e., if you endeavor to learn about yourself, your unique interests and strengths, and the myriad opportunities available to you as a student Auburn, you will be on track toward a successful academic career. The readings and assignments are designed intentionally to help you along that path; they are not designed to be “busy work.”

**ASSIGNED TEXT (Recommended)**

Steven J. Stein, Howard E. Book, Korrel Kanoy (2013). *The Student EQ Edge: Emotional Intelligence and your Academic and Personal Success*. San Francisco: John Wiley & Sons, Inc.

**COURSE POLICIES:**

1. Students are expected to attend all classes and to arrive on time (unless pre-approved by instructor). Attendance is vital to your success in this class; therefore, **2 points will be deducted from your participation grade for every unexcused absence.** Maintaining professional standards in your career begins now! **Tardiness** is not permitted. Students arriving to class more than 10 minutes late will be marked as tardy and **two tardies** will equal an **absence.**
2. Policies regarding excused absences are as follows:
   1. If possible, students must notify instructor prior to absence and make arrangements to get assignments and/or projects due.
   2. Students must provide instructor with a written excused absence *within one week* after students have returned to class.
3. **ALL** **electronic devices including, but not limited to, cell phones, IPod, mp3 players, IPad, laptop *are expected to be used only for class purposes.* The use of electronic devices during discussion and participation by other classmates is disrespectful and detracts from the learning process of others. Students will be given one verbal warning regarding the proper use of electronic devices. Upon a second warning the student will not be allowed to have electronic devices out during classroom time and will be expected to turn off electronic devices and put them away during class time.**
4. Incomplete grades will be considered only for excused (Doctor’s excuse) medical reasons.
5. Written reports will be submitted to the instructor typed (size 12 font) and double-spaced via **Canvas**.
6. All assignments are **due at the time listed on the syllabus and/or Canvas.** Late assignments will result in reduced points for each day late for that assignment. Late assignments will be accepted **up to two weeks** past the due date for partial credit. After two weeks, students who do not submit assignments will receive no credit (grade of 0).
7. **Students are responsible for initiating arrangements for missed work.**
8. **Accommodations:** 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. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me 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).
9. **Honesty Code:** Auburn University expects students to pursue their academic work with honesty and integrity. Students are bound by the policies outlined in the Student Policy e-Handbook. You should become familiar with them if you are not already. They may be found here: [www.auburn.edu/studentpolicies](https://sn2prd0202.outlook.com/owa/redir.aspx?C=V5-5lfN_aUGOpxaYu9zxApfCOnZpCs8IwxHZ5CXw6SmVmISsC4PxOSZAIh7nY6_nrKbaVscmGow.&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies)
10. **Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behavior as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
    1. Engage in responsible and ethical professional practices.
    2. Contribute to collaborative learning communities.
    3. Demonstrate a commitment to diversity.
    4. Model and nurture intellectual vitality.

1. **Participation:** You are expected to participate in class and to not fall asleep. Falling asleep may result in you being considered absent and marked un-excused therefore **2 points will be deducted from your participation grade** (refer to Course Policy # 1).

**Class Calendar and Topics**

*Because guest speakers will be invited into class periodically, the schedule below may necessarily change in accordance with the respective speaker’s availability. You will be given an updated calendar as necessary.*

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| **Date** | **Topic** | **Activities/Assignments** | **Assignment Due** |
| **Class #1 Th. 1/11** | **Class Introduction** | Review Syllabus  Meet and Greet Activity |  |
| **Class #2**  **T 1/16** | **Self-Perception and Self-Expression** | Learn about Emotional Expression | **Journal 1 Due** |
| **Class #3**  **Th. 1/18** | **Values** | How do values and qualities impact your career development  Discussion of MBTI | **Journal 2 Due** |
| **Class #4**  **T 1/23** | **Stress Management** | Explore coping and stress-reduction strategies | **Bring a coping skill to teach the class** |
| **Class #5**  **Th. 1/25** | **Wellness and Self-Care** | Understand and explore self-care strategies |  |
| **Class #6**  **T 1/30** | **Substance Use and Healthy Behaviors** | Guest Speaker – Health Promotion and Wellness | **Journal 3 Due** |
| **Class #7**  **Th. 2/1** | **Substance Use and Healthy Behaviors** | Guest Speaker – Health Promotion and Wellness |  |
| **Class #8**  **T 2/6** | **Substance Use and Healthy Behaviors** | Debunking common substance use myths and a discussion of how performance is affected by use |  |
| **Class #9**  **Th. 2/8** | **Empathy and Social Responsibility** | What is empathy and what is it not? | **Journal 4 Due** |
| **Class #10**  **T 2/13** | **Handling Conflict and Problem Solving** | What are the best and worst ways to respond to conflict  Externalize, visualize, and simplify | **Journal 5 Due** |
| **Class #11**  **Th. 2/15** | **Resilience** | Learn resiliency skills and how to apply them  Class discussion and activity |  |
| **Class #12**  **T 2/20** | **Flexibility and Optimism** | Understand positive psychology and the importance of adaptability  Class discussion and activity |  |
| **Class #13**  **Th. 2/22** | **Vulnerability** | TED Talk – Brene Brown |  |
| **Class #14**  **T 2/27** | **Introduction to Diversity** | What is diversity and inclusion? |  |
| **Class #15**  **Th. 3/1** | **Diversity and Inclusivity** | Racism Presentation  TED Talk | **Racism Presentation** |
| **Class #16**  **T 3/6** | **Diversity and Inclusivity** | Sexism Presentation | **Sexism Presentation** |
| **Class #18**  **Th. 3/8** | **Diversity and Inclusivity** | LGBTQ+ Presentation | **LGBTQ+ Presentation** |
| **3/13 and 3/15** | **SPRING BREAK** | NO CLASS |  |
| **Class #19**  **T 3/20** | **Diversity Continued** | Complete class discussions regarding diversity presentations | **Journal 6 Due** |
| **Class #20**  **Th. 3/22** | **Communication and Career Development**  **Professional Behavior and Etiquette and Professional Attire** | Explore professional communication and common expectations |  |
| **Class #21**  **T 3/27** | **Peer Collaboration** | How to work professionally with colleagues |  |
| **Class #22**  **Th. 3/29** | **Goal setting** | Explore how to set SMART goals professionally and personally |  |
| **Class #23**  **T 4/3** | **Teamwork and Communication** | How to work in teams and best express your point of view | **Journal 7 Due** |
| **Class #24**  **Th. 4/5** | **Sexual Harassment and Title IX** | Guest Speaker |  |
| **Class #25**  **T 4/10** | **Green Dot** | Guest Speaker – Melissa McConaha  Green Dot Abbreviated Training, Day 1 |  |
| **Class #26**  **Th. 4/12** | **Green Dot** | Guest Speaker – Melissa McConaha  Green Dot Abbreviated Training, Day 2 |  |
| **Class #27**  **T 4/17** | **Effective Leadership and Success** | Explore different leadership styles  Understanding success in various aspects of life | **Journal 8 Due** |
| **Class #28**  **Th. 4/19** | **Advocacy and Student Engagement** | What is advocacy and why is it necessary | **Journal 9 Due** |
| **Class #29**  **T 4/24** | **What are Ethics and How to Handle Dilemmas** | In-Class Ethical Case Activity | **Journal 10 Due** |
| **Class #30**  **Th. 4/26** | **Class Wrap-up** | **Last day of class**  **(Course wrap-up and textbook return)** | **Final Reflection Paper Due** |

**ASSIGNMENTS:**

1. **Reflective Journals**
   1. This is an on-going assignment throughout the semester where you are to reflect on what you are learning about yourself, career goals & aspirations and the working world. You are asked to reflect on specific topics throughout the semester and how the topic relates to your success as a student and future professional. *Specific prompts for each topic will be provided and available on Canvas*.
   2. You will need to write (i.e., type) 1-2 page response. You may format this assignment how you want.
   3. Please submit your updated journal, with topic written about specified, on designated days via Canvas by class time.
   4. Topics:
      1. Journal 1:*Self Perception*
      2. Journal 2**:** *Wellness and Self-Care*
      3. Journal 3: *Substance Use*
      4. Journal 4: *Conflict Resolution and Problem Solving*
      5. Journal 5: *Empathy and Resilience*
      6. Journal 6: *Diversity and Inclusion*
      7. Journal 7: *Communication*
      8. Journal 8: *Green Dot*
      9. Journal 9: *Advocacy*
      10. Journal 10: *Ethical Decisions*
2. **Diversity Presentation Project**

You are to research and teach the class about a diversity topic (racism, sexism, LBGTQ+). Groups will be chosen by the second week of class. Presentations should be 10-20 minutes in length. Guidelines and rubric for this presentation will be provided via Canvas.

1. **Coping Strategy** 
   1. Students will find one coping skill/stress management technique and bring to class and will teach the class how it works.
   2. Students will bring enough copies for the class, and if their coping skill is an activity, the student will guide the class through the exercise.
   3. Students will discuss with the class the benefits of their coping strategy.
      1. Students will submit a one-page reflection on the purpose of the activity and its benefits into canvas prior to class.
2. **Final Reflection Paper**

Students will write a 3-4 page paper reflecting on the content covered this semester. Students will be provided reflection questions to include in their papers on Canvas.

1. **Class Participation/Activities/Assignments**

It is expected that everyone participate in class discussions and activities. At any point in time, the instructor may give a pop-quiz without prior notification. Each student will be expected to give feedback regarding an up to date news worthy event from a news source (online, TV news, newspaper, etc.).

**GRADING**

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| **Assignments** | **Maximum Points** | **Earned Points** |
| Reflection Journals (10 @ 10 points each) | 100 |  |
| Group Presentation | 75 |  |
| Ethical Case | 50 |  |
| Coping Strategy | 30 |  |
| Final Reflection Paper | 75 |  |
| Class Activities/In-Class Assignments | 50 |  |
| In-Class Participation | 20 |  |

**Total: 400 Sub-total: \_\_\_\_\_\_\_**

**Bonus Points Earn + \_\_\_\_\_\_\_**

**Unexcused Absences:­­\_\_\_\_\_\_ x 2 points = -­­­\_\_\_\_\_\_\_**

**Final Points:\_\_\_\_\_\_\_**

**Final Grade:­­­\_\_\_\_\_\_\_**

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|  | **Grading Scale:**  A: 360-400  B: 320-359  C: 280-319  D: 240-279  F: 239 and below |