

COUN 161: HIGHER EDUCATION TRANSITIONAL SKILLS FOR STUDENT VETERANS/FAMILIES

Citrus College Course Outline of Record

Heading	Value
Effective Term:	Fall 2023
Credits:	3
Total Contact Hours:	54
Lecture Hours :	54
Lab Hours:	0
Hours Arranged:	0
Outside of Class Hours:	108
Strongly Recommended:	ENGL 101.
Transferable to CSU:	Yes
Transferable to UC:	Yes - Approved
Grading Method:	Standard Letter, Pass/No Pass

Catalog Course Description

A course designed to assist veterans in reintegrating to civilian life using physiological, social and psychological aspects of being a student. This course is also designed to give the veteran student the opportunity to create and change their habits and vision in order to have a rich, full, and rewarding scholastic life through adoption of positive attitude and critical thinking techniques. The course will introduce strategies to increase self-awareness, build confidence, develop leadership and gain informational tools to help achieve successful habits and implement study skills addressing the veteran student's needs. It will provide an essential opportunity to acquire skills applicable to the student's academic program, family life, and employability which will support transition. 54 lecture hours.

Course Objectives

- Assess and identify personal growth and values.
- Learn how to apply academic study strategies.
- Develop study skills required to comprehend and synthesize college level assignments.
- Apply lecture note-taking technique to lectures from the current semester.
- Assess textbook studying techniques and employ them to current textbooks.
- Compare and contrast study techniques for math, science, and liberal arts courses.
- Formulate test taking strategies for both objective and essay exams, prepare practice exams and practice exams questions.
- Employ the use of computers to library research.
- Examine critical analysis techniques and demonstrate those techniques using problem solving and decision making models.
- Apply decision making skills on an individual basis related to long and short term academic goals.
- Learn how to apply habit breaking strategies.

- Analyze motivations and examine interactions within local college and world communities with respect to developing intercultural awareness.
- Understand Traumatic Brain Injury (TBI) and learning.
- Learn how habits form and how to change habits.
- Identify PTSD symptoms and how they influence behavior.
- Analyze and interpret Military Sexual Trauma (MST) symptoms.
- Analyze personal growth and values; assess study strategies, and critical and creative thinking methods.
- Develop attitudes necessary for success emphasizing personal responsibility.
- Develop decision-making skills related to long and short-term personal goals.
- Assess wellness concepts, including stress, diet, sleep and exercise and develop a personal health assessment and action plan.
- Evaluate learning styles including multiple intelligence's and apply them to life-long learning.
- Examine personal and educational values and compare those values to those of diverse cultures.
- Develop and implement effective communication techniques that promote academic success including effective instructor student relationships.
- Identify career and professional development opportunities to assist with a successful transition from military to civilian professional.
- Identify, design, and analyze personal, educational, and career goals.

Major Course Content

1. Personal Growth and Values:

- a. Life Management
 - i. Setting goals and priorities, making decisions
 - ii. Time and energy management
 - iii. Motivation and procrastination
 - iv. Taking responsibility and overcoming fear
 - v. Self-esteem and self-awareness
 - vi. Building self-esteem and self-awareness after trauma
 - vii. Application of management skills to current classes
 - viii. Organization
 - ix. Veterans reintegration barriers
 - x. Military transitional needs
- b. Learning Styles
 - i. Active and passive learning
 - ii. Brain dominance: left and right brain learning
 - iii. Learning styles
 - iv. Self-directed and collaborative learning
 - v. Visual, auditory, kinesthetic, and tactile learning modes
 - vi. Application of learning styles theory to current classes
 - vii. Multiple intelligences
 - viii. Veterans and learning.
 - ix. How TBI affects the brain and learning
- c. Personal and Educational Values
 - i. Personal values, identity, and culture
 - ii. Taking responsibility for educational goals
 - iii. Educational and intellectual values
 - iv. Life span transitions and how this effects decision making

- v. Exploration of college majors and careers
- vi. Military Values
- d. Communication Strategies and The College Environment
 - i. Instructor requirements and student responsibilities
 - ii. Assertive and passive behaviors
 - iii. Family support and communication
 - iv. Military culture and communication
 - v. Speaking and listening in the classroom
 - vi. Networking with other students
 - vii. Communication and academic freedom
- e. Maintaining Health
 - i. Healthy, balanced lifestyle and the mind/body interplay
 - ii. Managing stress and relaxation techniques
 - iii. Dietary, sleep, and exercise requirements
 - iv. Drug and alcohol usage
 - v. Sexually transmitted infections (STI)
 - vi. Academic study strategies
 - vii. Stress and health connection
- 2. **Academic Study Strategies**
 - a. Strengthening Memory and Concentration
 - i. Principles of learning and forgetting
 - ii. Short and long term memory
 - iii. Recognition and recall techniques
 - iv. Concentration techniques and self-discipline
 - v. Mnemonic devices
 - vi. Application of memory and concentration to current classes
 - vii. Stress and memory
 - viii. PTSD, TBI and Memory
 - ix. Strategies and techniques for the returning veteran
 - b. Lecture Notetaking
 - i. Active listening
 - ii. Key lecture notetaking techniques
 - iii. Class participation
 - iv. Application of lecture notetaking to current classes
 - v. Cornell notetaking
 - c. Textbook Study Systems
 - i. Survey of textbooks and chapters
 - ii. SQ5R, SOAR and other textbook study techniques
 - iii. Textbook reading techniques: topic sentences, main ideas, summarizing
 - iv. Textbook notetaking techniques: lists, cards, mapping, outlining, summarizing
 - v. Textbook marking
 - vi. Application of textbook study systems to current classes
 - d. Subject-Specific Study Techniques
 - i. Math
 - ii. Science
 - iii. Liberal Arts
 - iv. Application of subject-specific study techniques to current classes
 - v. Study techniques for PTSD/TBI sufferers
 - e. Text Taking
 - i. Test-taking anxiety; visualization and relaxation techniques
 - ii. Text preparation and test-taking strategies

- iii. Objective exams
- iv. Essay exams
- v. Application of test taking to current classes
- vi. Test taking strategies for students with PTSD/TBI
- f. Using the Library
 - i. Research materials and techniques
 - ii. Use of computers for library research (the library's two hour orientation is highly recommended)
- g. Exploring Higher Education at Citrus College
 - i. Philosophies of higher education and the higher education systems
 - ii. Exploration of Citrus College support systems
 - iii. Formulating a student educational plan
 - iv. Degree requirements
 - v. Transfer issues and requirements
 - vi. Career and transfer center tour
 - vii. ASSIST and what it can do for you
 - viii. EUREKA
 - ix. Focus 2
- 3. **Critical and Creative Thinking**
 - a. Critical Analysis and Problem Solving
 - i. Qualities of a critical thinker
 - ii. Problem solving and decision making strategies

Suggested Reading Other Than Required Textbook

Journal articles and outside assigned reading materials.

Examples of Required Writing Assignments

UC Personal Insight Questions This writing assignment is worth 50 points. There are 2 parts to the assignment. In order to receive full credit you must complete both parts of the assignment. The assignment is to (1) write a response to TWO UC Personal Insight Questions and then (2) have your paper reviewed at the writing center. You must turn in a final draft of your paper and the writing center reviewed draft. Each response should be approximately 350 words.

*The following is straight from the UC Admissions website: <http://admission.universityofcalifornia.edu/how-to-apply/personal-questions/transfer/index.html>

• All questions are equal, which means there is no advantage or disadvantage to choosing certain questions over others. • There is no right or wrong way to answer these questions: It's about getting to know your personality, background, interests and achievements in your own unique voice. • Remember, the personal questions are just that — personal. Which means you should use our guidance for each question just as a suggestion in case you need help. The important thing is expressing who are you, what matters to you and what you want to share with UC.

CHOOSE TWO OF THE FOLLOWING QUESTIONS

1. Describe an example of your leadership experience in which you have positively influenced others, helped resolve disputes, or contributed to group efforts over time.

Things to consider: A leadership role can mean more than just a title. It can mean being a mentor to others, acting as the person in charge of a specific task, or taking lead role in organizing an event or project. Think about your accomplishments and what you learned from the experience.

What were your responsibilities? Did you lead a team? How did your experience change your perspective on leading others? Did you help to resolve an important dispute at your school, church in your community or an organization? And your leadership role doesn't necessarily have to be limited to school activities. For example, do you help out or take care of your family?

2. Every person has a creative side, and it can be expressed in many ways: problem solving, original and innovative thinking, and artistically, to name a few. Describe how you express your creative side.

Things to consider: What does creativity mean to you? Do you have a creative skill that is important to you? What have you been able to do with that skill? If you used creativity to solve a problem, what was your solution? What are the steps you took to solve the problem? How does your creativity influence your decisions inside or outside the classroom? Does your creativity relate to your major or a future career?

3. What would you say is your greatest talent or skill? How have you developed and demonstrated that talent over time?

Things to consider: If there's a talent or skill that you're proud of, this is the time to share it. You don't necessarily have to be recognized or have received awards for your talent (although if you did and you want to talk about, feel free to do so). Why is this talent or skill meaningful to you? Does the talent come naturally or have you worked hard to develop this skill or talent? Does your talent or skill allow you opportunities in or outside the classroom? If so, what are they and how do they fit into your schedule?

4. Describe how you have taken advantage of a significant educational opportunity or worked to overcome an educational barrier you have faced.

Things to consider: An educational opportunity can be anything that has added value to your educational experience and better prepared you for college. For example, participation in an honors or academic enrichment program, or enrollment in an academy that's geared toward an occupation or a major, or taking advanced courses that interest you — just to name a few. If you choose to write about educational barriers you've faced, how did you overcome or strive to overcome them?

What personal characteristics or skills did you call on to overcome this challenge? How did overcoming this barrier help shape who are you today?

5. Describe the most significant challenge you have faced and the steps you have taken to overcome this challenge. How has this challenge affected your academic achievement?

Things to consider: A challenge could be personal, or something you have faced in your community or school. Why was the challenge significant to you? This is a good opportunity to talk about any obstacles you've faced and what you've learned from the experience. Did you have support from someone else or did you handle it alone? If you're currently working your way through a challenge, what are you doing now, and does that affect different aspects of your life? For example, ask yourself, "How has my life changed at home, at my school, with my friends, or with my family?"

6. What have you done to make your school or your community a better place?

Things to consider: Think of community as a term that can encompass a group, team or a place — like your high school, hometown, or home. You can define community as you see fit, just make sure you talk about your role in that community. Was there a problem that you wanted to fix in your community? Why were you inspired to act? What did you learn from your effort? How did your actions benefit others, the wider community or both? Did you work alone or with others to initiate change in your community?

7. Beyond what has already been shared in your application, what do you believe makes you stand out as a strong candidate for admissions to the University of California?

Things to consider: If there's anything you want us to know about you, but didn't find a question or place in the application to tell us, now's your

chance. What have you not shared with us that will highlight a skill, talent, challenge or opportunity that you think will help us know you better?

Examples of Outside Assignments

Goals Presentation The presentation is worth 100 points. There are 3 parts to the presentation. In order to receive full credit you must complete all parts of the presentation. *Use the "Goals" packet to assist you in identifying your goals for the assignment. The presentation should be approximately 5 minutes in length. Use PowerPoint or any other presentation application for the visual aspect of your presentation. **Presentation Topics** Identify 3 life goals that relate to your career, education and personal life. Design a plan that meets all of the topic areas listed below.

Long-term goal # Define the goal (specific, measurable, achievable, relevant, & time based) (5 points) # Short-term goals # Action plan # Rewards # What motivates you pursue this goal?

Instruction Type(s)

Lecture, Online Education Lecture