



Week 1 Syllabus & Getting Started



The University of Kansas
School of Social Welfare
Supported Education Group

Student Success Syllabus

Program Director:

Diane McDiarmid, LMSW

Program Coordinator:

Dinah Dykes, LSCSW

Supported Education Liaison and Instructor:

Susan Kobzar, BS

MSW Student Intern:

Christa Denzer, BS

How to Reach Us

Office:

2706 Iowa Suite C
Lawrence, KS 66046
Fax: 785-856-2884

Phone:

Toll Free: 1-877-458-6804
Dinah: Ext. 109, *E-mail: ddykes@ku.edu*
Susan: Ext. 103, *E-mail: skobzar@ku.edu*
Christa: Ext. 106



Educational Outcomes

Goal

The Student Success Training Program is designed to give students who experience a psychiatric disabilities a chance to learn basic educational skills to encourage re-entry into a post secondary or vocational-technical environment.

Purpose

The purpose of this project is to assist students to be successful in either a post-secondary or vocational-technical environment.

Goals: *At the conclusion of the course students will have:*

Become familiar with skills involving completing necessary forms.

1. Students will practice filling out FAFSA forms for financial aid.
2. Students will practice filling out an application form for college.
3. Students will practice filling out scholarship form.

Become familiar with the college campus, resources, and policies

1. Students will identify the proper resource on campus to ask for accommodations.
2. Students will identify the proper location on campus for getting questions answered about paperwork.
3. Students will identify at least one on campus social activity they might like to participate in.
4. Students will participate in a tour of the college campus.
5. Students will identify three main buildings on campus.

Become familiar with stress management techniques

1. Students will identify stressors as they relate to going back to school.
2. Students will practice relaxation techniques.
3. Students will identify healthy methods of coping with stress and symptoms while in school

Develop time management and organizational skills

1. Students will develop a flexible schedule.
2. Students will identify the impact time stealers.
3. Students will discover different methods of organization.

Increase their listening skills, learning styles, and paraphrasing

1. Students will identify three strategies for good listening.
2. Students will define and practice paraphrasing.
3. Students will identify individual learning styles.
4. Students will develop strategies to enhance learning.



Develop techniques for taking notes from a lecture

1. Students will identify strategies for taking notes from a lecture.
2. Students will recognize the connection between good listening skills and note taking.
3. Students will practice taking notes from a lecture.

Develop techniques for taking notes from reading/ highlighting

1. Students will identify strategies for taking notes from reading.
2. Students will understand how to properly use highlighting.
3. Students will practice taking notes from a reading assignment.

Identify practical strategies for test taking and studying

1. Students will evaluate their current study habits.
2. Students will identify tips and strategies for taking tests.

Become familiar with basic computer skills and surfing the web

1. Students will become familiar with the hardware of the computer.
2. Students will visit web sites on the internet.
3. Students will practice using a computer to complete various tasks.
4. Students will search the web for information on any topic of their choosing.
5. Students will print off one page of information from the web.
6. Students will practice using the word processor program on the computer.

In addition:

students will be expected to complete homework assignments, do a brief research paper on careers and take a final quiz over material thoroughly covered in class.

Please note:

The course outline may be changed due to the wants and needs of the students and training outcomes. Students will be informed in advanced (in class) of any changes in presentations, dates, etc. of the course outline



Expectations of Students

Students:

Students are expected to prepare for class by critically analyzing the assigned readings. You will be expected participate in classroom discussion and raise questions from reading materials and presentations. Class discussions will hopefully be an open discussion among all participants, not just between student and instructor. To help this along, when speaking, please address the group, not the instructor.

Classroom Attendance

Students are expected to attend every class!

Attendance will be taken at the start of each class. As the instructor, I realize that because of illness or other personal situations, you may need to miss a class. Students are granted **3 absences** during the course of the training. To get the most out of this training it is highly recommended that your attendance is consistent.

Because the training is fifteen weeks in length and due to the structure of the training it is vitally important that students attend every class. Failure to attend regularly will result in not being successful in learning the material presented.

Students may miss up to **three** classes with the understanding that after two absences a mandatory meeting with the instructor will be held to asses the situation. If a third class is missed the student will be asked to leave the training unless there are **extenuating circumstances** that the instructor has been made aware.

Lab

Students are expected to attend every lab!

Students are granted **3 absences** for the lab, attendance will be taken at the start of each lab. If a lab is missed, student's are **required** to arrange a 1:1 meeting with either the instructor or lab facilitator. The lab is a time for student to gain support and assistance with homework and questions regarding the material that is covered during class.



1:1 Educational Support

The instructor will arrange time to meet with each student individually to discuss and assess educational goals and strengths. During this time students will be provided with individual educational support as needed. All students are required to meet at their scheduled individual meeting. If a student need to miss their scheduled meeting they are required to contact the instructor *prior* to missing.

Classroom Preparedness

Students are expected to come to class prepared by having their student notebook, paper, pens and anything else they are asked to bring with them to each and every class.

Classroom Assignments

Study guides and all other assignments must be completed prior to the class period in which they are due.

Evaluation

Students will be graded on all homework and classroom attendance. What you get out this experience depends on how much effort you put into it. Successful completion of this training is based on the effort you put forth into attendance, homework and classroom participation.



We want to help!

We encourage you to express any questions, concerns, or any difficulties experienced during the course **directly** to us. We welcome, and in fact, value your feedback so that we can make any changes as we learn together. We are available for questions at any time during class or after class. We are also available to meet with you by appointment.

The absence of questions or comments on your part will be construed on my part as reflecting your general satisfaction and understanding of the material. We will ask you to evaluate the course periodically. This gives us time to incorporate changes or suggestions.

Since learning is a life-long process and not something that ends upon formal education, you will be expected to take increasing responsibility for your own learning, growth, explorations and development.

Accommodations for Students with Disabilities

Any student who has a disability that may prevent him/her from fully demonstrating their abilities should contact me as soon as possible so we can discuss the appropriate accommodations necessary to complete the Student Success Training.

Confidentiality

Anything discussed in class, in the support meeting, or in the lab, having to do with consumers, family members, and/or self-disclosure on the part of the instructor and/or students should be considered *confidential and should not be repeated outside of the class or support group*

Readings

A textbook is not required for this training; however there are handouts, worksheets and presentations.



Course Assignments

- 1) You will be given a Student Success notebook the first day of class, organized into key components of this course. You will be **expected** to keep handouts, assignments and notes in your notebook.
- 2) It is critical that you have your notebook at **every class meeting**.
- 3) Some of the assignments will be completed in class.
You will have opportunities to work in dyads, individually and in groups (as assigned by the instructor) to fulfill class assignments.
- 4) There will be one 2 page written. The instructor will provide clearly defined examples and instruction for completing this assignment.
- 5) **All homework is due *on time***.
Late assignments will not be accepted without the **prior consent** of the instructor.



Student Rights

Each right is case in first person or “I” language. We hope the language and the open environment we seek will encourage you to exercise your rights. No one can exercise your rights for you.

- 1. I have the right to know what I am expected to do in classroom activities.**
 - a) I have the right to know the learning opportunities and resources available to me in the classroom experience.
 - b) I have the right to use feedback from the instructor / program liaison for increasing my learning experiences.
 - c) I have the right to receive ethical and respectful treatment from my instructor and program liaison.
 - d) I have the right to offer feedback to the instructor/ program liaison on how their actions facilitate and/or impede my learning.
- 2. I have the right to be kept informed of my progress and performance through classroom activities.**
 - a) I have the right to ask for and receive feedback on an ongoing basis from my instructor.
 - b) I have the right to participate in a written plan of action if and whenever my performance falls below standards and jeopardizes my successful completion.
 - c) I have the right to offer input on my performance to the instructor.
- 3. I have the right to confidential consultation on any classroom experience from the instructor or program liaison.**
 - a) I have the right to process any challenging or dissonant experience and be listened to respectfully during the process.
 - b) I understand that I may be asked to step out of the classroom if I engage in behaviors that are extremely disruptive during class. I will have the opportunity to receive support & consultation from the instructor/liaison at this time
 - c) Following any consultation, I have the right to choose the course of action I will take or not take.
 - d) I have the right to confidential consultation on discrimination, harassment occurring in the Student Success Training.
- 4. I have the right to engage in free inquiry.**
 - a) I have the right to exercise initiatives and experiment with new ideas and behaviors, hence to invite the probability of error and the possibility of growth.
 - b) I have the right to express unpopular or “politically incorrect” views.
 - c) I have the right to express differences and disagreements with my instructors.
 - d) I have the right to choose to disengage or dis-enroll from the Student Success Training.