

A. Division: Educational and Student Services Date: June 9, 1992

B. Department: Student Services & Developmental Education New Course: ☒

Revision of Course ☐

Dated: _____

C. CPHI 200 D. Preparatory Skills Development E. 9
Subject & Course No. Descriptive Title Semester/Credits

F. Calendar Description:

This course will assist the student in developing the skills necessary to be a successful student in post-secondary education. It provides instruction for individual skill development, assistance in setting realistic educational goals and facilitating the development of an individualized learning plan to be utilized by the student in future educational programs.

Summary of Revisions:
(Enter date and Section Revised)
e.g. 1982-08-25
Section C,E,F, and R.

G. Type of Instruction:	Hrs. Per Week	H. Course Prerequisites:
Lecture	_____ Hrs.	CPHI 100
Laboratory	_____ Hrs.	
Seminar	_____ Hrs.	I. Course Corequisites:
Clinical Experience	_____ Hrs.	
Field Experience	_____ Hrs.	J. Courses for which this Course is a Pre-requisite:
Practicum	_____ Hrs.	
Shop	_____ Hrs.	
Studio	_____ Hrs.	
Student Directed Learning	_____ Hrs.	
Other (Specify)	15 Hrs.	
Total	15 Hrs.	K. Maximum Class Size: 12

L. College Credit Transfer <input type="checkbox"/>	M. Transfer Credit: Requested <input type="checkbox"/>
College Credit Non-Transfer <input checked="" type="checkbox"/>	Granted <input type="checkbox"/>
Non-Credit <input type="checkbox"/>	(Specify Course Equivalents or Unassigned Credit as Appropriate) U.B.C. S.F.U. U. Vic. Other

Katherine Minton
Katherine Minton

Course Designer(s)

[Signature]
Director/Chairperson

[Signature]
Divisional Dean

[Signature]
Registrar

NAME AND NUMBER OF COURSE

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

Becoming a Master Student, Ellis, David, College Survival, Inc. 1991

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content; Q. Method of Instruction; R. Course Evaluation

O. COURSE OBJECTIVES

The objectives of the course are:

1. To develop study skills appropriate for success at post-secondary institutions with emphasis on those skills generally needed by adults with a head injury.
2. To develop self-management skills.
3. To develop higher order/critical thinking skills.
4. To learn how to transfer skills learned in this program to course work in other classes at Douglas College or other post-secondary institutions.
5. To familiarize students with post-secondary expectations and procedures, teacher expectations, applications, registrations and other procedures.
6. To set realistic educational goals and to develop an individualized learning plan for future use by the student.

P. COURSE CONTENT

1. Learning Skills Development

- notetaking
- organizing of notes and other materials usually required in a college course
- test taking strategies
- memory techniques
- listening skills
- reading skills for comprehension
- communication skills

2. Personal Skills Development

- time management
- communication skills
- stress management
- problem-solving for classroom and college life

- management of test anxiety
- management of emotions at an acceptable level for success in a college setting
- development of personal short-term and long-term goals

3. Development of Higher Order Thinking Skills

- making inferences
- comparing and contrasting
- drawing conclusions
- summarizing
- determining the main idea
- differentiating fact and opinion
- determining realistic objectives and estimating possible outcomes

4. Post-Secondary Orientation Strategies

- understanding role and function of the Assessment Centre, Counsellors, Disabled Student Services, Access Aides, Registrar, Library Services
- using and making maps
- understanding teacher expectations in a post-secondary institution

Q. METHODS OF INSTRUCTION

Instruction will be modified to meet the needs of the individual learner and may include:

1. instructor presentations
2. small group workshops
3. class discussions
4. teacher directed learning
5. tutorials
6. individual study/reading and writing assignments
7. utilization of adaptive equipment and computer programs
8. visits to classes at Douglas College; "sitting in" on other classes - academic, career and upgrading
9. videos/films/audio tapes
10. guest speakers
11. use of Library and Career Resource Centre at Douglas College
12. role play
13. self-awareness exercises
14. field trips and on-campus visits

R. COURSE EVALUATION

A mastery model of on-going evaluation will be used. A student will have completed the course when he/she has demonstrated through satisfactory completion of exercises and assignments that the course objectives have been achieved. Where formal tests are used mastery will be defined as a score of 80% or more.

Progress will be monitored on a regular basis by the instructor in consultation with each student. The student will be expected to maintain regular attendance, actively participate in all classroom activities, and complete assignments as directed.

COURSE OUTLINES WILL BE REVIEWED AT THE END OF TWO SEMESTERS.

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