

### Personal and Career Success Strategies

2019-2020 Academic Year

Program	Year	Semester
HCS-Community Services and Child Studies Foundations Certificate	1	1

<b>Course Code:</b> CSPE 1501	<b>Course Equiv. Code(s):</b> N/A
<b>Course Hours:</b> 42	<b>Course GPA Weighting:</b> 3
<b>Prerequisite:</b> N/A	
<b>Corequisite:</b> N/A	
<b>Laptop Course:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Delivery Mode(s):</b> In class <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid <input type="checkbox"/> Correspondence <input type="checkbox"/>	
<b>Authorized by (Dean or Director):</b> Judeline Innocent	<b>Date:</b> July 2019

Prepared by		
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## Course Description:

During this course, students will begin to discern their personal learning style and consider ways to adapt and flourish in the college environment. Students will consider their study skills, goal setting and time management practices in order to better prepare themselves for academic success. Further, students will gain practice in utilizing skills that will be essential to their chosen careers, including: critical thinking, proper decision making and value judgments. Students will also explore the notion of lifelong learning as it relates to the services sector.

## Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: [PLAR@durhamcollege.ca](mailto:PLAR@durhamcollege.ca) for details.

### PLAR Eligibility

Yes  No

### PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

## Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

### Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Develop thinking, reading, writing, and comprehension skills appropriate to the workforce.
- CLO2 Develop and describe personal, academic and career goals.
- CLO3 Complete a variety of self-assessments that relate to personality, learning style, time management skills, reading, and study skills.
- CLO4 Apply models of time management, learning, and study strategies using case studies and mapping exercise.
- CLO5 Write emotionally expressive reflection papers using critical reflection skills.
- CLO6 Discuss the use of effective listening, caring, and encouraging skills necessary in the field of community services.
- CLO7 Apply decision making and stress management techniques to enhance personal, career, and academic growth.
- CLO8 Develop an academic and career success plan using appropriate goal-oriented, time- and self management strategies and techniques.
- CLO9 Identify and connect with campus and community resources to support your personal, educational and career goals and to enhance your college experience.
- CLO10 Identify Indigenous resources on campus and relate principles of Indigenous knowledge to career field.

### Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

## Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Quizzes (10 @ 2%) In class or online at the professor's discretion	CLO1, CLO7	EES4, EES10	20
Personal and career goal tracking reports 10 x 2%	CLO1, CLO5, CLO7, CLO8, CLO9	EES1, EES4, EES5	20
Midterm Assessment Week 7	CLO1, CLO4, CLO6, CLO7	EES1, EES5, EES10	15
Assignments (2 @ 10%) Related to Personal, Career and Academic Success Plans	CLO1, CLO2, CLO3, CLO5, CLO7, CLO9	EES1, EES4, EES9, EES11	15
Attend SALS or on campus workshops, Career Center (i.e Indigeneous Center, or Community events based on goals (minimum of 2 workshops), write a summary report for minmum of two workshops	CLO1, CLO2, CLO7, CLO9	EES11	15
Final Assessment- format to professor discretion week 14	CLO1, CLO3, CLO7, CLO10	EES1, EES4, EES5, EES10	15
<b>Total</b>			<b>100%</b>

### Notes:

1. An interim mark will be determined for all first year students to identify their academic progress. This mark will be based on the first four weekly quizzes, goal sheets submitted, and in process activity marks.

## Required Text(s) and Supplies:

1. Feldman, R.S. & Lavoie, D. P.O.W.E.R Learning and Your Life: Essentials of Student Success, Second Canadian Edition, McGraw-Hill Ryerson.  
Print: 1259030555/9781259030550  
Digital: 125906638X/9781259066382

## Recommended Resources (purchase is optional):

1. Any additional resources will be posted on DC Connect.

# Policies and Expectations for the Learning Environment:

## General Policies and Expectations:

General College policies related to	General policies related to
+ Acceptable Use of Information Technology	+ attendance
+ Academic Policies	+ absence related to tests or assignment due dates
+ Academic Honesty	+ excused absences
+ Student Code of Conduct	+ writing tests and assignments
+ Students' Rights and Responsibilities can be found on-line at <a href="http://www.durhamcollege.ca/academicpolicies">http://www.durhamcollege.ca/academicpolicies</a>	+ classroom management can be found in the Program Guide (full time programs only) in MyCampus <a href="http://www.durhamcollege.ca/mycampus/">http://www.durhamcollege.ca/mycampus/</a>

## Course Specific Policies and Expectations:

### Student Responsibilities:

Students should obtain and read a copy of the Program Handbook and refer to it for additional information regarding the grading system, withdrawals, exemptions, class assignments, missed tests and exams, supplemental privileges, and academic dishonesty. Students are required to apply themselves diligently to the course of study, and to prepare class and homework assignments as given. Past student performance shows a strong relationship between regular attendance and success.

## General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <http://durhamcollege.ca/gradeappeal>.
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

# Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Wk.	Hours:	3	Delivery:	In Class
1	<b>Course Learning Outcomes</b> CLO1, CLO2			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES9, EES10, EES11	<b>Practiced:</b>	EES1, EES9, EES10, EES11
	<b>Intended Learning Objectives</b>			
	<ul style="list-style-type: none"> <li>- Expectations for Class Learning Environment</li> <li>- Getting to know each other activities</li> <li>- Describe Balanced Self Determined Behaviour</li> </ul> Introduce weekly personal goal outline for successful behavior in college  Introduce the Visual Calendar			
	<b>Intended Learning Activities</b>			
	Lecture/guided discussion/active learning			
	<b>Resources and References</b>			
	Course Outline DC Connect			
	<b>Evaluation</b>			
	Weekly personal and career goals Visual Calendar			

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
2	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO10	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES5, EES9, EES10, EES11	<b>Practiced:</b> EES1, EES5, EES9, EES10, EES11
	<b>Intended Learning Objectives</b>	
	<ul style="list-style-type: none"> <li>- Identify the basic principles of P.O.W.E.R learning</li> <li>- Compare and contrast learning styles, striving styles and multiple intelligences</li> <li>- Identify your own styles by completing self- assessments</li> <li>- Learn to give positive feedback</li> <li>- Introduce SMART goals and set individual goals for behavior change</li> <li>- Visit the Indigenous center on campus or guest speaker to learn more about services and career options</li> </ul>	
	<b>Intended Learning Activities</b>	
Lecture/guided discussion/active learning Distribute Written Assignment #1 (due week 3) Discuss goal success from week 1 and set goals week 2		
<b>Resources and References</b>		
Text Chapter 1 DC Connect		
<b>Evaluation</b>		<b>Weighting</b>
In Process Activity #1 (1%)		5
Quiz #1 (2%)		
Weekly goals		

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
3	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES4, EES9, EES10, EES11	<b>Practiced:</b> EES1, EES4, EES9, EES10, EES11
	<b>Intended Learning Objectives</b> <ul style="list-style-type: none"> <li>- Discuss a variety of techniques that can help manage time</li> <li>- Analyze how to handle competing priorities</li> <li>- Identify strategies for dealing with surprises and distractions</li> <li>- Introduce on campus workshops for students to attend</li> </ul>	
	<b>Intended Learning Activities</b> Lecture/guided discussion/active learning	
	<b>Resources and References</b> Text Chapter 2 DC Connect	
<b>Evaluation</b> Quiz #2 (2%) In Process Activity #2 (1%) Written Assignment #1 (10%) Mapping Weekly Academic Assignments/Tests, Presentations Workshops to attend - on campus or in the community		<b>Weighting</b> 15
<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
4	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO9	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES9, EES10, EES11	<b>Practiced:</b> EES1, EES9, EES10, EES11
	<b>Intended Learning Objectives</b> <ul style="list-style-type: none"> <li>- Identify the essential elements of successful reading</li> <li>- Explain how to increase your concentration when reading</li> <li>- Demonstrate techniques for memorizing large amounts of information</li> <li>- Analyze how best to retain the information you have read</li> </ul>	
	<b>Intended Learning Activities</b> Lecture/guided discussion/active learning	
	<b>Resources and References</b> Text Chapter 3 DC Connect	
<b>Evaluation</b> Quiz #3 (2%) In Process Activity #3 (1%) Weekly Goals 2 x 10 = 20%		<b>Weighting</b> 5



<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
5	<b>Course Learning Outcomes</b> CLO1, CLO2	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES4, EES10, EES11	<b>Practiced:</b> EES1, EES4, EES10, EES11
	<b>Intended Learning Objectives</b>	
	<ul style="list-style-type: none"> <li>- Identify the characteristics of effective notes</li> <li>- Demonstrate various methods of note taking, as well as how to use study notes</li> <li>- Employ a variety of strategies that assist in the preparation of tests</li> <li>- Discuss effective strategies for writing tests</li> <li>- Analyze strengths and weaknesses of your test performance</li> </ul>	
	<b>Intended Learning Activities</b> Lecture/guided discussion/active learning	
<b>Resources and References</b> Text Chapter 4 and 5 DC Connect		
<b>Evaluation</b> Quiz #4 (2%) In Process Activity #4 (1%) Weekly Goals 2 x 10 = 20%		
<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
6	<b>Course Learning Outcomes</b> CLO2, CLO8	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES4, EES9, EES11	<b>Practiced:</b> EES1, EES4, EES9, EES11
	<b>Intended Learning Objectives</b>	
	<ul style="list-style-type: none"> <li>- Identify technologies that contribute to personal and professional efficiency</li> <li>- Discuss principles of effective online communication and collaboration</li> <li>- Demonstrate techniques and technologies that help to gather and review information</li> <li>- Identify different types of plagiarism, and how plagiarism can be avoided through the use of citations and citation software</li> </ul>	
	<b>Intended Learning Activities</b> Lecture/guided discussion/active learning	
<b>Resources and References</b> Text Chapter 6 DC Connect		
<b>Evaluation</b> Weekly Goals		<b>Weighting</b> 2

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
7	<b>Course Learning Outcomes</b> CLO1, CLO8, CLO9	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES4, EES10, EES11	<b>Practiced:</b> EES1, EES4, EES10, EES11
	<b>Intended Learning Objectives</b> <ul style="list-style-type: none"> <li>- Identify the type of writing done in post secondary</li> <li>- Identify the process in preparing and writing a report/reflection/case study</li> <li>- Discuss how to deliver effective presentations</li> <li>- Describe approaches to be successful in placements or volunteer work</li> </ul>	
	<b>Intended Learning Activities</b> Lecture/guided discussion/active learning	
	<b>Resources and References</b> Text Chapter 7 DC Connect	
<b>Evaluation</b> Quiz #5 (2%) In Process Activity #5 (1%) Weekly goals  Midterm Assessment		<b>Weighting</b> 15%
<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
8	<b>Course Learning Outcomes</b> CLO7	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES4, EES9, EES10, EES11	<b>Practiced:</b> EES1, EES4, EES9, EES10, EES11
	<b>Intended Learning Objectives</b> <ul style="list-style-type: none"> <li>- Outline a framework for decision making</li> <li>- Discuss how critical thinking can be applied to the problem solving process</li> <li>- Apply critical thinking to everyday life</li> <li>- Exercise your problem solving skills</li> </ul>	
	<b>Intended Learning Activities</b> Lecture/ guided discussion/active learning  Review academic progress and make referrals to academic supports; Alert students to academic concerns	
	<b>Resources and References</b> Text Chapter 8 DC Connect	
<b>Evaluation</b> Quiz #6 (2%) In Process Activity #6 (1%)		<b>Weighting</b> 5

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>	
9	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO7				
	<b>Essential Employability Skills</b>				
	<b>Taught:</b>		EES1, EES4, EES10, EES11	<b>Practiced:</b>	
				EES1, EES4, EES10, EES11	
	<b>Intended Learning Objectives</b>				
	<ul style="list-style-type: none"> <li>- Explain why the ability to work well as part of a group is an essential skill</li> <li>- Discuss ways of communicating openly with other group members</li> <li>- Discuss the various types of diversity and how to build cultural competence</li> <li>- Describe approaches that can be used to resolve conflict</li> </ul>				
<b>Intended Learning Activities</b>					
Lecture/guided discussion/active learning					
<b>Resources and References</b>					
Text Chapter 9 DC Connect					
<b>Evaluation</b>				<b>Weighting</b>	
Quiz #7 (2%)				5	
In Process Activity #7 (1%)					
Goals week 9 to 12 = 2% weekly					
<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>	
10	<b>Course Learning Outcomes</b> CLO1, CLO7				
	<b>Essential Employability Skills</b>				
	<b>Taught:</b>		EES1, EES4, EES5, EES9, EES10, EES11	<b>Practiced:</b>	
				EES1, EES4, EES5, EES9, EES10, EES11	
	<b>Intended Learning Objectives</b>				
	<ul style="list-style-type: none"> <li>- Define stress and analyze its effect on your life</li> <li>- Identify practical ways of managing stress</li> <li>- Differentiate between needs and wants</li> <li>- Prepare a budget and discuss how to stick to it</li> <li>- Discuss debt and credit, and explain how to use credit wisely</li> </ul>				
<b>Intended Learning Activities</b>					
Lecture/guided discussion/active learning					
<b>Resources and References</b>					
Text Chapter 10 DC Connect					
<b>Evaluation</b>				<b>Weighting</b>	
Quiz #8 (2%)				5	
In Process Activity #8 (1%)					
Goals					

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
11	<b>Course Learning Outcomes</b>			
	CLO1			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES9, EES10, EES11		<b>Practiced:</b> EES9, EES10, EES11
	<b>Intended Learning Objectives</b>			
	<ul style="list-style-type: none"> <li>- Give feedback applying 'I' statements</li> <li>- Describe your feelings and related behaviour when receiving feedback</li> <li>- Describe most effective reactions to critical feedback</li> </ul>			
	<b>Intended Learning Activities</b>			
Lecture/guided discussion/active learning				
<b>Resources and References</b>				
DC Connect				
<b>Evaluation</b>				<b>Weighting</b>
Quiz #9 (2%)				5
In Process Activity #9 (1%)				
Goals				
<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
12	<b>Course Learning Outcomes</b>			
	CLO2, CLO8, CLO9			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES4, EES9, EES10, EES11		<b>Practiced:</b> EES1, EES4, EES9, EES10, EES11
	<b>Intended Learning Objectives</b>			
	<ul style="list-style-type: none"> <li>- Define professionalism</li> <li>- Discuss the barriers you personally face to being professional</li> <li>- Describe professional characteristics you presently have to build upon</li> </ul>			
	<b>Intended Learning Activities</b>			
Lecture/guided discussion/active learning Distribute Written Assignment #2 (due week 13)				
<b>Resources and References</b>				
DC Connect				
<b>Evaluation</b>				<b>Weighting</b>
Quiz #10 (4%)				5
In Process Activity #10 (1%)				
Goals				

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
13	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO5			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES4, EES9, EES10, EES11	<b>Practiced:</b>	EES1, EES4, EES9, EES10, EES11
	<b>Intended Learning Objectives</b>			
	<ul style="list-style-type: none"> <li>- Complete page nine by setting long term and related short term goals personal and career goals</li> <li>- Set goals for future post-secondary programs, student success and personal success</li> <li>- Describe how to apply for future post-secondary programs</li> <li>- Analyze personal success in application of new skills</li> </ul>			
	<b>Intended Learning Activities</b> Lecture/guided discussion/active learning			
	<b>Resources and References</b> Text Chapter 1 DC Connect			
<b>Evaluation</b> Written Assignment #2 (10%)				
<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
14	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO5			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES4, EES10, EES11	<b>Practiced:</b>	EES4, EES10, EES11
	<b>Intended Learning Objectives</b>			
	<ul style="list-style-type: none"> <li>- Describe the characteristics and behaviour of caring encouraging people</li> <li>- Identify what you do that reflects being caring and encouraging</li> <li>- List actions you can take to become more encouraging to your classmates</li> </ul> Reflection PAPER <ul style="list-style-type: none"> <li>- Write a summary reflection of lesson's learned from Semester 1</li> </ul>			
	<b>Intended Learning Activities</b> Lecture/guided discussion/active learning Closure -interactive activity			
	<b>Resources and References</b> DC Connect Self Evaluation			
<b>Evaluation</b>			<b>Weighting</b>	
In process mark self evaluation 10%			15	
Final Assessment				
Summary of lessons learned				
New habits- applied				
Goals for semester 2- in class- format to professors discretion. Written or experiential				