

Text: O’Keefe, E. & Berger, D. Self-Management for College Students: The ABC Approach, 2<sup>nd</sup> Ed.

Course Description

Within the framework of psychological theory, research, and practice, the course teaches students a practical self-management model that enables them to succeed academically and personally while in college and in their later careers. Topics common to many introductory psychology courses are presented through the self-management model that integrates the affective, behavioral, and cognitive aspects of human functioning. In addition to broadening students’ knowledge of psychology and teaching the skills of self-management, the course exposes students to the value issues and research methods of the contemporary psychology.

Course Goal

Through an understanding and application of the principles taught, the student will acquire a foundation for becoming a self-directed, self-motivated learner, academically, personally, and professionally.

Class Requirements and Guidelines

\*Attendance is required at all classes. Punctuality is expected. Appropriate documentation for absences is required. Unexcused absences will result in a lowered grade or failure of the course.

\*It is the responsibility of the student to contact the instructor at least one day prior to the next class to discuss any missed quizzes and/or assignments.

\*All written assignments must be completed, even if late. Late written assignments will result in a reduced grade.

\*All homework (readings and assigned activities,) quizzes, and participation in class will be evaluated and counted as part of the final grade. All work should be typed unless otherwise indicated.

\*Quizzes will not always be announced. Quizzes may be given at the beginning of class and will be timed. Tests will always be announced. A mid-term and final are scheduled. Students are responsible for materials covered in the text as well as lectures and assignments.

\*It is the responsibility of each student to familiarize themselves with the Student Handbook and the College’s expectations for academic honesty.

Course Grading

Attendance/Participation	20%
*Assignments	30%
Quizzes	20%
Mid-Term & Final	30%

\*Post Mid-Term Project = 15%  
 Homework Assignments = 15%

### Course Objectives and Assessment

- a. The student will understand and be able to discuss the structure and function of the Marist Core/LS Program, its relationship to this course and how the course fulfills the four criteria of the Core: content, values, methodology and skills. (*Assessment: Class discussion and written tests.*)
- b. The student will be able to identify the affective, behavioral and cognitive components (ABC) of any personal or academic area(s) that he/she would like to improve, discuss the interrelationships among the ABCs and analyze personal and academic problems in terms of these three components. (*Assessment: Class discussion and written homework assignments.*)
- c. The student will be able to identify different styles of distorted thinking processes and dysfunctional beliefs when he/she engages in them, and know how to change them when they occur. (*Assessment: Written homework, case study analysis, class discussion and written tests.*)
- d. The student will be able to identify the essential components of motivation, analyze motivational problems in terms of the ABCs, and apply this analysis to the resolution of motivational problems (particularly in academics). (*Assessment: Class discussion, case study analysis, assignments, written tests.*)
- e. The student will be able to identify specific strategies and techniques to manage the affective, behavioral, and cognitive components of academic and personal functioning. *Assessment: Case study analysis, class discussions, written tests.*
- f. The student will demonstrate an understanding of an organized, systematic approach to academic achievement by integrating the ABC components that contribute to such attainment. (*Assessment: Assignments and written tests.*)
- g. The student will be able to identify the components of self- esteem and its relationship to the integrative model. (*Assessment: Class discussion, assignments, written tests.*)
- h. The student will know how to function in an assertive manner (as opposed to passively or aggressively) in the academic and personal arenas. (*Assessment: Professor interview, formal class presentation, written assignments, tests.*)
- i. The student will be able to determine how he/she presently spends his/her time, how to order his/her goals and priorities, and how to set up and implement a time management program. (*Assessment: Class discussion, assignments, tests.*)
- j. The student will be able to detail the changes that have occurred in his/her functioning this semester as a result of the course and anticipate how he/she will use the ABCs of self-management in the future, academically and personally. (*Assessment: Part of final exam.*)

### Grade Conversion Chart

95-100	A	4.0
90-94	A-	3.7
87-89	B+	3.3
84-86	B	3.0
80-83	B-	2.7
77-79	C+	2.3
74-76	C	2.0
70-73	C-	1.7
67-69	D+	1.3
61-66	D	1.0
60 & below	F	