

Teacher's Schedule

The course schedule below is intended for a three-credit class that meets for fifteen weeks, twice a week. It maximizes the use of the exercises and case studies in *Self-management for College Students* and activities 1-32 in this guide. For classes with fewer contact hours, we recommend that you devote class time to Parts One through Three and assign four or five other chapters. For example, some instructors will have students practice the study skills in Chapters 13 throughout the semester and assign the chapters on self-esteem, assertiveness, time management, and academic motivation. Students can be held responsible for reading the entire text in a shorter period, but the time constraints for some classes will not allow as much class time for individual chapters. (See Using the Text section of this guide to find the key concepts, tips for preparation, and classroom activities referenced in the sample schedule.)

Week One — Introduction to Class and the ABC Approach (Foreword, Preface, and Chapters 1 to 3)

Class 1

Review course syllabus, grading, and attendance policies. Introduce the ABC approach to self-management. The Key Concepts section for Chapter 2 and 3 can serve as the basis of your introduction. (For students who need help with study skills, introduce notetaking and SQ4R in the first class.) Do Activity 1 in class. Have students read the Epilogue in class and ask them to what extent they are like the student described. Use the pre- post assessment question provided in the Key Concepts for the Epilogue in this guide.

Reading Assignments:

Foreword, Preface, Chapters 1 and 2.

Homework:

SQ4R assignment for Chapter 2. Have students convert chapter subheadings into questions and answer those questions. Questions and answers should be typed.

Class 2

Collect SQ4R assignment. Have students take a quiz or do a reaction essay on Chapters 1 and 2. Introduce firing order, ABC interactions, and spirals. (See Key Concepts and Tips for Preparation for Chapters 2 and 3.) Do Activities 2 and 3 in class. (You may want to use transparency masters 1a and 1b for as handouts for Activity 3.) Explain how to do case studies in text. Do one case study from Chapter 2 in class. (See Evaluating Case Studies.)

Reading Assignment:

Chapter 3.

Homework:

Type-written analysis of other case studies from Chapter 2 and Chapter 3 case study.

Week Two — ABC Review and Introduction of Critical Thinking (Chapters 4-5)

Class 1

Collect case studies. Review ABCs and case studies. Do Activity 4 in class. Discuss distinctions between A and C. (See Key Concepts and Tips for Preparation for Chapters 2 and 3.) NOTE: For students who need help with study skills, do Activity 16 at the beginning of class to emphasize the importance of good notetaking skills. Explain how good notetaking habits will help them with quizzes in this and other classes.

Reading Assignment:

Chapters 4 and 5.

Homework:

Complete case study for Chapter 4.

Class 2

Collect case studies. Review Chapter 5. (See Key Concepts and Tips for Preparation for Chapters 4-6.) Ask the class to provide real life examples of distorted thinking and dysfunctional beliefs. This could be done as a class or within discussion groups where each group is given 10 minutes to come up with three or four examples. Do Activities 5 and 6.

Reading Assignment:

Review Chapter 5 using SQ4R.

Homework:

1. Type-written SQ4R questions and answers for Chapter 5.
2. Have students describe three situations in which they noticed themselves or others engaging in distorted thinking over the next few days. In addition have students provide one example of a distortion in thinking that was depicted in a situation comedy, the news media, literature, the newspaper, etc.
3. Case study for Chapter 5.

Week Three — The DIE Model (Chapter 6)

Class 1

Collect examples of distortions in thinking (homework), SQ4R assignment, and case study. Quiz or reaction essay on Chapter 5 or previous class lecture. Continue lesson on distorted thinking and dysfunctional beliefs. Introduce the DIE Model with Activity 7. (You will need to use transparency masters 2a and 2b for this class activity.) Complete Exercise 6.1 in class.

Reading Assignment:

Chapter 6.

Homework:

1. Exercise 6.2.
2. Case study for Chapter 6.

Class 2

Review Chapter 6 and the DIE Model. Take time during this class to review any topic or concept that remains unclear to students.

Week Four — Motivation (Chapters 7-8)**Class 1**

Introduce topic of motivation using key concepts for Chapters 7 and 8 in this guide and providing examples of negative and positive motivation. (See Key Concepts and Tips for Preparation for Chapters 7 and 8. You may want to use transparency masters 3a-3c to introduce the topic of motivation.) Do Activity 8 and/or 9.

Reading Assignment: Chapter 7.

Homework:

1. Exercises 7.1, 7.2, 7.3.
2. Case study for Chapter 7

Class 2

Quiz on Chapter 7. Have students do exercises 8.1 - 8.4 in class. After students have completed the exercises, initiate a discussion on values and personal motivation and ask students how they can use what they learned from the exercise to motivate themselves toward one of their goals.

Reading Assignment:

Chapter 8.

Homework:

Case study for Chapter 8.

Week Five — Change Techniques (Chapters 9-10)

Class 1

Collect case studies. Give quiz or reaction essay on Chapter 8 or previous class lecture. Review quiz and the general meaning of motivation, emphasizing the difference between positive and negative motivation. Make connections among distorted thinking, dysfunctional beliefs, DIE Model, and motivation. Do Activity 10. Have students describe a situation in which they were not positively motivated, then have them analyze their examples in terms of Part One of the DIE Model from Chapter 6. When introducing the case study homework for Chapter 9 (see Key Concepts and Tips for Preparation for Chapters 9-11), be sure to explain to students that after having read Chapter 9 they should be able to identify specific techniques to change the trigger of the firing order.

Reading Assignment:

Chapter 9.

Homework:

1. Using the information students gathered from the exercises at the end of Chapters 7 and 8, have students write an ABC analysis of themselves at a time when they were negatively motivated. Then have them explain what they could have done to become more positively motivated in that situation.
2. Case study for Chapter 9.
3. Exercises 9.1 - 9.4.

OR

Homework:

1. Have students keep a record for two days of the times when they are positively motivated and write a description of the ABC components of their positive motivation. Have them identify any techniques they use to get themselves positively motivated.
2. Case study for Chapter 9.
3. Exercises 9.1 - 9.4.

Class 2

Collect homework. Review all three parts of the DIE Model from Chapter 9. Explain connection between this method and motivational change. Do Activity 11. (You may want to duplicate transparency masters 4a and 4b for this activity.) Have students experience a relaxation technique using a relaxation audiotape (see Activity 12).

Reading Assignment:

Chapter 10.

Homework:

1. Case study for Chapters 10.
2. Exercises 10.1 and 10.2.
3. Have students identify one behavior they would like to change and follow the behavior modification steps outlined on pages 115-117 of the textbook.

Week Six — Change Techniques Continued (Chapter 11)**Class 1**

Illustrate thought stopping (Activity 13). Explain how it can be used to deter thoughts that interfere with one's ability to accomplish a particular goal (e.g. delivering an effective talk, thinking clearly on tests, etc.). Before doing Activity 14 in class, explain that this exercise can help to enhance the imagery skills that are so important to reaching any goal (including the presentations students will be giving in class in the next few weeks). Take time to make connections between the application of change techniques and the enhancement of skills in all the topic areas to be covered during the remainder of the semester. Exercise 11.2 can be fun to do in class. Explain that these exercises (when practiced) can strengthen visualization skills that can be important in developing any skill.

Reading Assignment:

Chapter 11.

Homework:

Case study for Chapter 11.

Class 2

Quiz on Chapters 9-11. Collect homework. Review the various change techniques in Chapters 9, 10, and 11. Do Exercise 11.3 and 11.4 in class. Introduce Exercise 11.5 if you are going to ask students to do the journal project. If you plan to do Activity 18 next class, ask students to bring a paper they are working on to class.

Reading Assignment:

Chapter 12.

Homework:

Chapter 12 case study.

Week Seven — Study Habits (Chapters 12-13)

Class 1

Do Exercise 12.1 in class. Review Chapter 12 using Key Concepts and Tips for Preparation as a basis for your review. Have students do Exercises 12.2 and 12.3. Initiate a discussion on how beliefs can interfere with learning. Do Activity 15.

Reading Assignment:

Chapter 13.

Homework:

1. Case study for Chapter 13.
2. One assignment from Exercise 13.3.

Class 2

Quiz or reaction essay on Chapter 12. Pass around a student sign-up schedule for 20 minute conference meetings with you over the course of the next two weeks. (The conference will enable you to get know the students better, to determine where they are having difficulties, and give them feedback on their class performance.) Explain that this conference will enable you to get to know each other better and provide an opportunity to address any questions or concerns they may have. Choose among Activities 16, 17, or 18. If you decide to do Activity 18, students will need to have a paper to work on. Introduce time management assignment Exercise 16.1. Be sure to have students begin this assignment on the date that you assign it so that they can bring the completed time record when needed for an in-class activity. Transparency master 6a can be reproduced for handouts of the schedule. Introduce topic of self-esteem using key concepts and tips for preparation in this guide.

Reading Assignment:

Chapter 14.

Homework:

1. Case study for Chapter 14.
2. Exercise 16.1 (as a set up for time management assignments).

Week Eight — Self-esteem (Chapter 14)

Class 1

Review topic of self-esteem. Relate student presentations to assertiveness skills and the topic of self-esteem (See Key Concepts and Tips for Preparation for Chapter 9). Do Activity 19 and Exercise 14.1 in class. (Arrange to have a video camera set up for the two class periods that students will deliver presentation or have the students go to the campus media center for videotaping.)

Homework:

Exercise 14.2 (to be discussed, not handed in).

Class 2

Discuss assignment 14.2. Do case study for Chapter 14 as a class. Ask students to volunteer what they learned from these assignments. Be sure to emphasize the interrelationship between self-esteem and other topic areas. Do Activity 20 in class. (Use transparency master 5.)

Reading Assignment:

Chapter 15.

Homework:

Write a ten-page paper describing how cognitions, motivation, time management, assertiveness, and academic performance relate to self-esteem. Provide examples to illustrate these connections. (Paper is due date in 6 weeks.)

Week Nine — Self-esteem and Related Topics (Chapter 14)**Class 1**

Discuss students' progress on their papers and suggest that they use the Checklist for Revision of Term Papers and Essays — Exercise 13.2 in their texts. Explain that you will use it in assessing their papers. Continue discussion of self-esteem and relationship of dysfunctional beliefs to self-esteem. This will serve as a review of Part Two, but will put emphasis on how dysfunctional beliefs influence self-esteem.

Homework:

Bring first draft of paper to next class for review by a classmate.

Class 2

Have students exchange drafts of their papers. Ask students to use the Checklist for Revision (Exercise 13.2) as a guide for assessing their classmates' draft papers. Give students the opportunity to give each other suggestions for improvements and to explore the interconnections among all the topic areas covered in class thus far. Introduce assertiveness as the next topic and the interview assignment (Exercise 15.3) so that students can begin making arrangements for their professor interviews. Explain that making the appointment, conducting a face-to-face interview in which they direct the interview, and giving a presentation to the class all require the use of assertiveness skills. Do Exercises 15.1 and part of 15.2 and/or case study from Chapter 15 as a class. Activity 21 is another option for this class.

Homework:

Have the students begin Exercise 15.3 by making the appointment with a professor and drafting questions to ask during the interview).

Week Ten — Assertiveness (Chapter 15)**Class 1**

Quiz or reaction essay on Chapter 14. Review ABCs of assertiveness, passivity, and aggression. (See Key Concepts and Tips for Preparation for Chapter 15.) Do Activities 22 and 23. Remind students of the importance of the interview assignment (Exercise 15.3 in the text). Explain that this assignment requires them to use their assertiveness skills. Suggest that if they are procrastinating about setting an appointment with their professor, they may want to read Chapter 17 and do the exercise on procrastination to resolve the problem.

Homework:

1. Case study for Chapter 15.
2. Conduct instructor interview and write up outcomes of the interview.
3. End of chapter 17 exercise (option for procrastinators!).

Class 2

Continue discussion of assertiveness. A discussion on the motivation for being assertive as opposed to aggressive usually provokes a lively debate. Review case studies and discuss the characteristics of a good class presentation. Discuss the ABCs of a quality speech versus a poor one. Provide students with a checklist of the criteria you will use to evaluate their presentation (e.g. no notes during actual presentation, eye contact with audience, appearance, posture, position, clear and audible voice, pacing and organization of presentation, etc.). Many instructors restrict students from using notes during the presentation and encourage them to practice instead without relying on notes as a crutch. This is a good time to remind students to continue practicing the change methods in Part Three. Mention that good speakers can visualize themselves delivering a presentation that engages their listeners. Encourage students to begin using the methods from Part Three to overcome any anxiety or fears regarding the interview/presentation assignment. Suggest that they use the remaining time to practice the change techniques that will enable them to deliver a substantive five-minute presentation on their interview. Suggest specific techniques from Part Three that could be used to help students deliver an effective speech (e.g. thought stopping for mind reading your audience, deep breathing, “acting as if,” etc.). Remind students to bring a blank videotape to class for the taping of their presentations.

Homework:

Practice presentation in front of other student(s) at least four times before the actual presentation next week. Bring videotape to class next week for presentation. Have students write up drafts of their papers following the instructions in Exercise 15.3.

Week Eleven — Assertiveness/Class Presentations (Chapter 15)

Class 1

Students make a formal videotaped presentation of what they learned in their interview with a professor. Be sure to collect blank videotape for taping and to generate questions following the presentations. Remind other students that part of their role in being “assertive” is to make comments or ask questions of the speakers following their talk.

Homework:

Continue work on Exercise 15.3.

Class 2

Class presentations continue if necessary. If time allows, allocate time for a discussion of the assertiveness skills needed for conducting the interview and class presentation. Be sure to emphasize that setting up an interview, conducting the interview, and presenting in class all require assertiveness skills. Remind students to bring their time record from Exercise 16.1 to the next class.

Reading Assignment:

Chapter 16.

Homework:

1. Bring Exercise 16.1 for next class.
2. Paper critiquing videotape of class presentation (from Exercise 15.3).

Week Twelve — Time Management (Chapter 16)

Class 1

Begin class with Activity 26 (or Activity 27 if Exercise 16.1 was not previously assigned). Introduce values clarification as an important aspect of time management. (See Key Concepts and Tips for Preparation for Chapter 16.) Have students do Exercise 16.3 in class. Do Activity 24 or 25 in class. Discuss relationship between values, goals, and time schedule. (See Key Concepts and Tips for Preparation for Chapter 16.) Use transparency master 6b to illustrate this relationship and have handouts prepared to do Activity 28.

Homework:

1. Ask students to continue following their time schedules for one week and bring their schedules to class next week.
2. Case study for Chapter 16.

Class 2

Quiz or reaction essay for Chapters 16. Have students discuss their successes and setbacks in following the schedules over the last few days. Continue discussion of values and goals and relate these to problems that may have been incurred in following the schedules. Ask them if this exercise revealed why they had successes or setbacks in following their schedules. Have students complete Exercises 16.4 and 16.5 in class or as homework. Introduce the topic of procrastination using key concepts and tips for preparation in this guide.

Reading Assignment:

Chapter 17.

Homework:

1. Case Study for Chapter 17.
2. Have the students revise their schedules in accordance with what they learned from the Chapter 16 exercises, and have them follow the revised schedule for the remainder of the semester.

Week Thirteen — Procrastination (Chapter 17)

Class 1

Review the procrastination chapter. (See Key Concepts and Tips for Preparation for Chapter 17.) Do Activity 29 in class. You may want to use transparency master 7.

Homework:

Exercise 17.1.

Class 2

Ask students what they learned from Exercise 17.1. Be sure to make connections between ABC change techniques and procrastination. Use upcoming interview assignment as an example. Suggest ways that techniques could be employed to end procrastination for students who are procrastinating their interviews, writing their papers, etc. Do Activity 30 in class. Remind students that the paper on self-esteem is due next class.

Reading Assignment:

Chapter 18.

Week Fourteen — Academic Motivation (Chapter 18)

Class 1

Quiz or reaction essay on Chapter 18. Collect papers. Introduce the topic of academic motivation. (See Key Concepts and Tips for Preparation.) Do Activity 31.

Homework:

Exercises 18.1 to 18.4. Students should follow instructions to determine whether to complete Exercise 18.1, 18.2 or both before doing 18.3 and 18.4.

Class 2

Continue lesson on academic motivation. Do Activity 32.

Homework:

Case study for Chapter 18 (unless you decide to use it as a final take home exam).

Week Fifteen — Wrap Up/Final Exam or Project (Epilogue)**Class 1**

Use this class to review the course. You may want to return the students' papers and use them as a basis for a discussion on the interrelationships of the topic areas. Emphasize the broad application of the techniques in Part Three to improving in all these areas.

Class 2

Review for final exam or project. Discuss any topics or concepts that remain unclear to students. (See key concepts for Epilogue in this guide.)

You will note that this schedule appears to build in more than enough time for review at the end of the semester. In reality, your teaching style and the needs of the class will determine how long you spend on certain topics. This is an ideal schedule where everything is running smoothly. You may find that Chapters 2 and 3 require more time or that student presentations take up only one or as many as three class periods. Perhaps your students do not believe that they must read the text until they experience your first quiz. For many different reasons, you may run behind. The review sessions are therefore guarantees that you will have some extra time at the end of the semester.