![ASU Arizona State University]

GENERAL STUDIES COURSE PROPOSAL COVER FORM
(**ONE COURSE PER FORM**)

1.) DATE: 3/1/2021	2.) COMMUNITY COLLEGE: **Maricopa Co. Comm. College District**

3.) PROPOSED COURSE: Prefix: CPD Number: 180 Title: Human Resilience: Cognitive, Emotional and Behavioral Application Credits: 3
   CROSS LISTED WITH:

   Prefix: Number: ; Prefix: Number: ;
   Prefix: Number: ; Prefix: Number: ;
   Prefix: Number: ; Prefix: Number: .

4.) COMMUNITY COLLEGE INITIATOR: DAVID GERKIN   PHONE: 623-845-4762 EMAIL: david.gerkin@gccaz.edu

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

MANDATORY REVIEW:

☐ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:
Core Areas: **Social-Behavioral Sciences (SB)**   Awareness Areas: **Select awareness area...**

6.) REQUIRED DOCUMENTATION
☒ Cover Form
☒ Course Syllabus
☒ Course Description
☒ Criteria Checklist for the area
☒ Table of Contents from the textbook required and list of required readings/books

7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:
☒ DEC **PSY** prefix ☐ Elective

Current General Studies designation(s):

Requested Effective date: **2021 Fall**   Course Equivalency Guide

Is this a multi-section course?   Yes

Is it governed by a common syllabus? Yes

Chair/Director: Sharon Zygowicz, Couseling IC Chair   Chair/Director Signature:

AGSC Action: Date action taken: ☐ Approved   ☐ Disapproved

Effective Date: **Select semester**

Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

<u>**Rationale and Objectives**</u>

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

		ASU--[SB] CRITERIA	
		**A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.**	
YES	**NO**		**Identify Documentation Submitted**
☒	☐	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus Course Description Course -Competencies Course Outline Textbook Table of -Contents Final Exam Study -Guide
☒	☐	2. Course content emphasizes the study of social behavior such as that found in**:** • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY	Syllabus Course Description Course -Competencies Course Outline Textbook Table of -Contents Final Exam Study -Guide
☒	☐	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). **OR** b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Syllabus Course Description Course -Competencies Course Outline Textbook Table of -Contents Final Exam Study -Guide
☒	☐	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus Course Description Course -Competencies Course Outline Textbook Table of -Contents Final Exam Study -Guide
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: • Courses with primarily arts, humanities, literary or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes.	

	● Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	General Studies Designation
CPD	180	Human Resilience: Cognitive, Emotional, and Behavioral Applications	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Course is designed to advance basic understanding and knowledge about human interaction.	This course is designed to provide understanding and knowledge of the concepts of human resilience and well-being through reading, reflection, journaling, quizzes, and a comprehensive final exam. Factors that inhibit resilience will be explored, including chronic stress, depression, self-defeating beliefs, ruminating thoughts, trauma, and lack of purpose. Strategies that build resilience will be examined, including self-regulation, deep relaxation, mental flexibility, positive psychology, interpersonal connection, and self-care. Human interaction is foundational to most of these concepts and strategies.	Syllabus weeks 2-17 Course Competencies 1-9 Textbook chapters 2-7, 9-14 Final Exam Study Guide
2. Course content emphasizes the study of social behavior such as that found in Psychology.	Resilience and well-being are social and behavioral concepts. Studying these concepts requires analyzing and evaluating numerous social behaviors and their underlying psychological, and physiological concepts. In essence this course examines the behavior of people who are dysregulated due to chronic stress, trauma, and other life events, and explores cognitive, emotional,and behavioral strategies to enhance self-regulation and build resilience leading to improved psychological and social functioning.	Syllabus weeks 2, 5-16 Course Competencies 2, 4-9 Textbook chapters 2, 5-7, 9-13 Final Exam Study Guide
3a. Course emphasizes the distinct knowledge base of the social and behavioral sciences.	The knowledge base of the social and behavioral sciences is emphasized in this course, especially the areas of the brain's function in learning and memory, the role of the sympathetic and parasympathetic nervous systems in self-regulation, and positive psychology. Additional course topics that tap the social and behavioral knowledge base are the biological and	Syllabus weeks 2-17 Course Competencies 1-9 Textbook chapters 2-7, 9-14 Final Exam Study Guide

	psychological aspects of stress, motivation, self-efficacy, mindfulness, explanatory styles, core beliefs, self-control, purpose and meaning, healthy relationships, and social support systems.	
4. Course illustrates use of social and behavioiral science perspectives and data.	This course uses social and behavioral science perspectives and data to study human resilience and well-being. Using a psychological perspective, informed by the biology of the brain and the nervous system, students will examine recent research data to understand human resiliency and its application to cognitive, emotional, and behavioral functioning.	Syllabus weeks 3-15 Course Competencies 2-3, 6-9 Textbook chapters 3-7, 9-12 Final Exam Study Guide

GLENDALE COMMUNITY COLLEGE

[1]Glendale Community College (Online)
CPD180: Human Resilience: Cognitive, Emotional, and Behavioral Applications
Course Syllabus: Fall 2021

[2]Instructor Information:

- **Instructor**: TBD
- **Office Location**: TBD
- **Email**: TBD

[3]Course information:

- **Course format**: Online
- **Class number**: TBD
- **Classroom location**: Canvas
- **Class days and times**: N/A (Canvas participation required)
- **Course start date**: 08/21/2021
- **Course end date**: 12/16/2021
- **Exceptions**: 09/06/2021, Labor Day, 11/11/2021, Veterans Day, and 11/25 – 11/28/2021, Thanksgiving
- **Final Exam**: 12/16/2021 11:59PM (Canvas)

Students will be withdrawn from the course upon their fifth absence (see the section "online classes" below for details on what constitutes an absence). However, a student may be allowed up to six absences if at least one of their absences is due to a medical issue experienced by the student (an illness or injury to the student) and proper medical documentation (a dated official document from the doctor or hospital that treated the student) is presented before the next class week.

[4]Course Description:
Exploration of human resilience and well-being within the context of personal, academic, and career life. Focus on enhancing quality of life and improving academic performance and career success through awareness of behavior, cognition, and emotion as well as the practice of self-regulation. Topics include mindfulness, positive psychology, motivation, effective thinking, applied neuroscience, mental and emotional health, and self-care.

Prerequisites: None

[5]Course Materials:

Title: The Resilient Learner: Thriving and Succeeding in College (Second Edition)
Author: Thomas E. Rojo Aubrey
Publisher: Human eSources
ISBN: 978-1-734-440090-8
APA Book Citation:
Aubrey, T. E. (2020). *The resilient learner: Thriving and succeeding in college* (2nd ed.). Marlborough, CT: Human eSources.

[6]MCCCD Official Course Competencies:
1. Recognize the historical development that gave rise to the concept of human resilience
2. Develop cognitive, emotional, and behavioral learning strategies
3. Identify values, interests, personality traits, skills, and strengths and describe their impact on personal, academic, and career development.
4. Explore cognitive, emotional, and behavioral considerations in personal, academic, and career goal setting.
5. Identify cognitive, emotional, and behavioral factors that impact personal, academic, and career performance.
6. Describe the causes, symptoms, and effects of stress and trauma.
7. Develop cognitive, emotional, and behavioral self-regulation strategies.
8. Explain the importance of self-care to improve physical, mental, and emotional health.
9. Develop interpersonal connections and social support systems.

[7]Grading Standards and Practices

Your final grade will be based on the percentage of points you earn as follows:

Assignments/Quizzes/Exams	Points	Complete/Submission Type
Syllabus Quiz	5	Week One/Canvas
Quiz: eTech Orientation	20	Week One/Canvas
Discussion Boards (7 x 25pts)	175	Weeks One, Two, Three, Eleven, Thirteen, Fifteen, & Seventeen/Canvas
Resilient Learner: Chapters 2-5 Journals/Pre-Assessments/Quizzes (4 x 30pts)	120	Weeks Two, Three, Four, & Five/Canvas
Resilient Learner Chapters 6-7 & 9-14 Journals/Pre-Assessments/Quizzes, including Interactive Career Assessments (8 x 40pts)	320	Weeks Six, Seven, Eight, Nine, Ten, Eleven, Twelve, Thirteen, Fourteen, Fifteen, Sixteen, & Seventeen/Canvas
Career Comparison (Research/Journal)	20	Week Eight/Canvas
Recorded Peer Advice	40 (extra credit)	Week Sixteen/Canvas
Final Exam	100	Week Seventeen/Canvas
Total:	760	

Enrollment: Graded

Letter Grade	Percent Range	Point Span
A	90-100%	684-760
B	80-89%	608-683
C	70-79%	532-607
D	60-69%	456-531
F	0-59%	0-455

You will receive a grade of F if you earn less than 456 points or fail to complete the course by the established date or without the benefit of an official withdrawal.

[8] Fall Course Outline

Dates/Weeks Modules	Class Topics/Discussions	Reading Assignments	Graded Assignments	Due Date
Module One 08/21-08/29	- **Intros (Building Connections with Classmates)** - **Navigating Canvas** - **Syllabus** - **Building Community**	***Readings***: • *Getting Started (Canvas)* • *Suggestions for Student Success* • *eTech Orientation*	***Assignments***: 1. Quiz eTech Orientation 2. Quiz: Syllabus 3. Discussion Board: Introduce Yourself	*08/29* *11:59pm*
Module Two 08/30-09/05	- **Academic Resiliency** - **School Related Challenges** - **Mental & Emotional Concerns** - **Factors of Resiliency** - **Growth Mindset**	***Readings:*** • Chapter 2: Academic Resiliency (textbook) ***Videos:*** • Embedded in the textbook	***Assignments***: 1. Journal(s): Chapter 2 – *Academic Resiliency* **2.** Discussion Board Recognition of a Resilient Figure **3.** Quiz: Chapter 2 – *Academic Resiliency*	*09/05* *11:59pm*
Module Three 09/06-09/12	- **The Learning Brain** - **How the Brain Learns** - **Improving Working & Long-term Memory** - **Strategies for Effective Learning** - **Dangers of Multitasking**	***Readings***: • *Chapter 3: The Learning Brain (textbook)*	***Assignments***: 1. Journal(s): Chapter 3 - *The Learning Brain* 2. Discussion Board: Improving Your Ability to Learn 3. Quiz: Chapter 3 - *The Learning Brain*	*09/12* *11:59pm*
Module Four 09/13-09/19	- **The Biology of Stress** - **Your Nervous System** - **Body's Stress-Response, Alarm & Defense Systems** - **Inability to Concentrate & ADHD**	***Readings***: • *Chapter 4: The Biology of Stress (textbook)* ***Videos***: • *Embedded in the textbook*	***Assignments***: 1. Journal(s): Chapter 4 – *The Biology of Stress* 2. Quiz: Chapter 4 – *The Biology of Stress*	*09/19* *11:59pm*
Module Five 09/20-09/26	- **The Psychology of Stress** - **Types of Stress** - **Locus of Control** - **Cause of Stress** - **Changing Your Perception of Stress** - **Healing the Wounds of Trauma**	***Readings***: • *Chapter 5: The Psychology of Stress (textbook)* ***Videos***: • *Embedded in the textbook*	***Assignments***: 1. Journal(s): Chapter 5 – The Psychology of Stress 2. Quiz: Chapter 5 – The Psychology of Stress	*09/26* *11:59pm*
Module Six 09/27-10/03	- **Motivation and Self-Direction** - **The Biology of**	***Readings***: • *Chapter 6: Deploying*	***Assignments***: Journal(s): Chapter 6 – Deploying Character Strengths,	*10/03* *11:59pm*

	- **Motivation Internal Vs. External Motivation** - **24 Character Strengths & VINS**	*Character Strengths, Motivation and Self-Direction (textbook)* ***Videos****:* ● *Embedded in the textbook*	Motivation and Self-Direction.	
Module Seven *10/4-10/10*	- **Motivation and Self-Direction II** - **Self-Efficacy, Perceived Value, & Perceived Control** - **Goal Setting** - **Mindfully Aligning Your Goals & Values for a Purpose-Based Life**	***Readings****:* ● *Chapter 6: Deploying Character Strengths, Motivation and Self-Direction (textbook)* ***Videos****:* ● *Embedded in the textbook*	Quiz: Chapter 6 – Deploying Character Strengths, Motivation and Self-Direction.	*10/10* *11:59pm*
Module Eight *10/11-10/17*	- **Exploring Careers** - **Personality Assessment** - **Multiple Intelligences Assessment** - **Interest Assessment** - **Following a Career Path**	***Readings****:* ● *Chapter 7: Exploring Careers (textbook)* ***Videos****:* ● *Embedded in the textbook*	***Assignments****:* 1. Journal(s): Career 7 – Exploring Careers 2. Career Comparison (Research/Journal) 3. Quiz: Career 7 – Exploring Careers	*10/17* *11:59pm*
Module Nine *10/18-10/24*	- **Self-Regulation** - **Mindfulness Practices** - **Acute & Deep Relaxation** - **Grounding Techniques**	***Readings****:* ● *Chapter 9: Mastering Self-Regulation (textbook)* ***Videos****:* ● *Embedded in the textbook*	***Assignments****:* Journal(s): Chapter 9 –Mastering Self-Regulation	*10/24* *11:59pm*
Module Ten *10/25-10/31*	- **Self-Regulation II** - **Bottom-up Applications for School, Work, & Personal Life** - **Understanding and Preventing Academic Burnout**	***Readings****:* ● *Chapter 9: Mastering Self-Regulation (textbook)* ***Videos****:* Embedded in the *textbook*	Quiz: Chapter 9 – Mastering Self-Regulation	*10/31* *11:59*
Module Eleven *11/1-11/07*	- **Mental Flexibility** - **Cognitive and Perceptual Restructuring** - **ABC Model** - **Modifying Your Explanatory Styles for Success** - **Modifying Surface and Core Belief for Success**	***Readings****:* ● *Chapter 10: Developing Mental Flexibility (textbook)* ***Videos****:* ● *Embedded in the textbook*	***Assignments****:* 1. Journal(s): Chapter 10 – Developing Mental Flexibility 2. *Discussion Board*: Learning from Setbacks, Criticism, and Struggles	*11/07* *11:59pm*
Module Twelve	- **Mental Flexibility II** **How to Develop a**	***Readings****:* ● *Chapter 10:*	Quiz: Chapter 10 – Developing Mental Flexibility	*11/14*

11/08-11/14	- **Growth Mindset** - **How to Build an Internal Locus of Control** - **Language of Responsibility** - **Freedom Vs. Choice**	*Developing Mental Flexibility (textbook)* ***Videos*** *Embedded in the textbook*		*11:59pm*
Module Thirteen 11/15-11/21	- **Exploring the Root Cause of Stress** - **Applied Positive Psychology for Success** - **Cultivating Optimism** - **Practicing Self-Control** - **Applying Acceptance** - **Displaying Qualities of Forgiveness and Kindness**	***Readings:*** ● *Chapter 11: Exploring the Root Cause of Stress with Mental Flexibility (textbook)* ***Videos:*** ● *Embedded in the textbook*	***Assignments:*** 1. Journal(s): Chapter 11 – Exploring the Root Cause of Stress with Mental Flexibility 2. Discussion Board: Benefits of Perceiving the Cause of Stress from a New Perspective	*11/21 11:59pm*
Module Fourteen 11/22-11/28	- **Exploring the Root Cause of Stress II** - **Fostering Gratitude** - **Reducing Ruminating Thoughts** - **Creating Purpose in Meaning** - **Overcoming Adversity (Posttraumatic Growth)** - **Overcoming Depression**	***Readings:*** ● *Chapter 11: Exploring the Root Cause of Stress with Mental Flexibility (textbook)* ***Videos:*** *Embedded in the textbook*	Quiz: Chapter 11 – Exploring the Root Cause of Stress with Mental Flexibility	*11/28 11:59*
Module Fifteen 11/29-12/05	- **Positive Psychological Strengths** - **Interpersonal Connection and Support** - **Normalizing Connections** - **Listening Actively** - **Speaking Effectively** - **Positive Constructive Communication** - **Building Healthy Relationships at School, Family and with Friends** - **Building a Support Network**	***Readings:*** ● *Chapter 12: Developing Positive Psychological Strengths (textbook)* ***Videos:*** ● *Embedded in the textbook*	***Assignments:*** 1. Journal(s): Chapter 12 – *Developing Psychological Strengths* 2. *Discussion Board*: Why Cultivate Psychological Strengths? 3. Quiz: Chapter 12 – *Developing Positive Psychological Strengths*	*12/05 11:59pm*
Module Sixteen 12/06-12/12	- **Social Connectedness & Community Building**	***Readings:*** ● *Chapter 13: Engaging in Social Connectedness & Community Building (textbook)* ***Videos:*** ● Embedded in the *textbook*	***Assignments:*** *1.* Journal(s): Chapter 13 – *Engaging in Social Connectedness & Community Building* *2.* Quiz: Chapter 13 – *Engaging in Social Connectedness & Community Building* 3. Recorded Peer Advice (Extra credit)	*12/12 11:59pm*

Module _Seventeen_ 12/13-12/16	- **Self-Care and Revitalization** - **Healthy Eating** - **Healthy Activity** - **Improving Sleep** - **Enhancing Self-Compassion** - **Final**	_Readings_: ● *Chapter 14: Practicing Self-Care and Revitalization (textbook)* _Videos_: ● Embedded in textbook	_Assignments_: ● Journal(s): Chapter 14 – *Practicing Self-Care and Revitalization* ● Discussion Board: Self-Help Strategies ● Quiz: Chapter 14 – *Practicing Self-Care and Revitalization* ● **Final Exam**	_12/16_ _11:59pm_

Late work: You must turn in all assignments **complete** and **on time**. *Complete* means you have done everything specified in the assignment instructions. *On time* means within 10 minutes of class start time on the due date. Incomplete assignments will not be graded. Assignments may be turned in early, but I do not accept them late without giving *prior approval* for work to be turned in late.

Make-Up Exams: You must take exams during their scheduled time. A missed exam will receive a grade of zero. If you *must* miss an exam, with *prior instructor approval* there is an exam make-up opportunity at the end of the semester. You may only make up **one** exam. However, you must contact your instructor within 24-hours of the due date or a zero (0) will be given as your grade.

Remember, even one missed assignment or exam may lower your grade. For best results, plan ahead, keep up with your coursework, attend class regularly and promptly communicate with your instructor about any issues impacting your academic performance.

9 Attendance Requirements

The only absences that are official absences are those that are pre-approved student activities, religious holidays, subpoenas, or death of an immediate family member. Unexcused absences may result in your withdrawal from the class or a failing grade for the semester (see Specific Attendance policy below).

CPD 180 students will be withdrawn from the course upon their fifth absence (see the section "online classes" below for details on what constitutes an absence). However, a student may be allowed up to six absences if at least one of their absences is due to a medical issue experienced by the student (an illness or injury <u>to the student</u>) and proper medical documentation (a <u>dated official document from the doctor or hospital</u> that treated the student) is presented before the next class week.

The official attendance policy of the Maricopa Community College District can be found in the GCC General Catalog and Student Handbook at <u>http://www.gccaz.edu/catalog</u> and is reproduced below:

A. Official Absences
Official absences are those which occur when students are involved in an official activity of the college (e.g., field trips, tournaments, athletic events) and present an official absence excuse form. Absences for such events shall not count against the number of absences allowed by an instructor or department. Students who must miss a class for an official reason must obtain an official absence verification card from the appropriate dean or associate dean and present it to the appropriate instructor(s) before the absence. **Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the student will not be penalized.**

Other official absences include jury duty and subpoenas. Appropriate documentation will be required. Prior arrangements must be made with each instructor for makeup work. If prior arrangements have been made, the student will not be penalized.

In the event of the death of an immediate family member, absences for periods of up to one week will not be counted against the number of absences allowed by an instructor or department.
Students should contact instructor(s) as soon as possible to arrange for make-up work. Appropriate

documentation will be required (for example, a copy of the obituary or funeral program). In specialized programs that require clinical rotations, this regulation may not apply.

B. Religious Holidays

Students shall have the right to observe major religious holidays without penalty or reprisal by any administrator, faculty member or employee of the Maricopa Community Colleges. Absences for such holidays shall not count against the number of absences allowed by an instructor or department. At least one week before the holiday, students shall submit to their instructor(s) a written statement which includes both the date of the holiday and the reason why class attendance is impossible. **Prior arrangements must be made with each instructor for make- up work. If prior arrangements have been made, the student will not be penalized.**

Withdrawal: If you are unable to complete the course, it is your responsibility to officially withdraw from the course. The official withdrawal policy of the Maricopa Community College District can be found in the GCC General Catalog & Student Handbook, available from the Enrollment Center or online from the GCC website: http://www.gccaz.edu/catalog

Online classes:

Attendance is taken by your weekly completion of assignments such as journals, quizzes, and discussion boards.

- You are required to log in and complete assignments on or before the due date in Canvas.
- One absence will be recorded for each assignment that you fail to submit. Even though points are lost, you are allowed to miss four (4) assignments throughout the semester. Keep in mind, however, that missing a single assignment can lower your final grade.
- If you miss five (5) assignments, you may be dropped from the course for excessive absences.
- If you encounter extenuating circumstances that cause you to be absent, please contact your instructor ahead of time.
- If you are dropped or fail the course this could affect your financial aid eligibility the following semester.

10 Student Rights and Responsibilities

Every student is expected to know and comply with all current published policies, rules and regulations as printed in the college Academic Catalog, syllabus, and/or Student Handbook.

Academic Catalog: http://www.gccaz.edu/gcc-catalog
Student Handbook: http://www.gccaz.edu/student-life/office-student-life/student-handbook

The information in this syllabus is subject to change based on the discretion of the instructor. Students will be notified by the instructor of any changes in course requirements or policies.

11 Information for Students with Disabilities

If you have a documented disability, including a learning disability, and would like to discuss possible accommodations, please contact the GCC Disability Resources and Services office at 623 845-3080 or by email drsfrontdesk@gccaz.edu.

Classroom Accommodations for Students with Disabilities

In accordance with the Americans with Disabilities Act, the Maricopa County Community College District (MCCCD) and its associated colleges are committed to providing equitable access to learning opportunities to students with documented disabilities (e.g., mental health, attentional, learning, chronic health, sensory, or

physical). Each class/term/semester that a student needs academic adjustments/accommodations, the qualified student is required to work with the Disability Resources & Services Office (DRS) at their individual college(s). Contact with the DRS should be made as soon as possible to ensure academic needs are met in a reasonable time. New and returning students must request accommodations each semester through DRS Connect online services. To learn more about this easy process, please contact your local DRS office.

 If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations, you are welcome to contact DRS by using the information listed on the following webpage: https://district.maricopa.edu/consumer-information/disability-resources/contacts. The DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions qualifying for accommodations/academic adjustments. Reasonable accommodations are established through an interactive process between you, your faculty, and DRS; and only those academic adjustments/reasonable accommodations granted by the DRS are recognized by the college and District. It is the policy and practice of the MCCCD to create inclusive and accessible learning environments consistent with federal and state law. If you are pregnant or parenting (as protected under Title IX) and would like to discuss possible academic adjustments, please contact the Disability Resources & Services Office.

Key Expectations:

This class requires active involvement, attendance, acquisition of the textbook by Week One, and completing assigned readings prior to class meeting. [12]All students should allot 2-3 hours of study per credit hour of class (for a typical 3 credit class, this equals 6-9 hours of study per week outside of class time). Keep in mind that these 6-9 hours represent the average time that students spend on study, and the average grade students earn in college is a C. Therefore, to achieve high grades, you will need to dedicate better than average commitment and increased study time.

If you are taking an online class, in addition to the 6-9 hours of study per week, you will also need to dedicate approximately three (3) hours per week for online class activities.

Academic Integrity

Misconduct, cheating and plagiarism will not be tolerated and will result in disciplinary action as listed in the student catalog and handbook. [13]Instructors may use third party tools to detect plagiarism.

Instructor's Commitment to Timely Student Feedback
I will respond to email within 2-4 business days. I
will complete grading within 5-10 days.
I will respond to Asynchronous Board Discussions within 5-7 days from the posted date.

Policy on Sexual Harassment

To view the full Sexual Harassment Policy, refer to the Student Handbook, Sexual Harassment Policy for Students (AR 2.4.4) (see also 5.1.8) Students should report any discrimination and/or harassment they experience and/or observe to the GCC office of Student Life in the Student Union (Phone: 623 845-3525).

Addressing Incidents of Sexual Harassment/Assault, Dating/Domestic Violence, and Stalking

In accordance with Title IX of the Education Amendments of 1972, MCCCD prohibits unlawful sex discrimination against any participant in its education programs or activities. The district also prohibits sexual harassment—including sexual violence—committed by or against students, district employees, and visitors to campus. As outlined in district policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by District policy.

District policy requires all college and District employees in a teaching, managerial, or supervisory role to report

all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the college Title IX Coordinator. MCCCD will provide on its Title IX Coordinators web page, a link to all the Title IX Coordinators in the district. Reports may also be reported at: https://district.maricopa.edu/consumer-information/reporting.

NEED HELP

Problem ▯	Contact ▯
● Don't know how to use Canvas	See the Canvas Student Guide, Source: **http://guides.instructure.com/m/4212**
● Don't know how to use Canvas ● Can't access student emails ● Other problems related to campus computer	GCC Helpdesk: 623.845.3555 or visit the desk in High Tech II, on GCC's main campus
● Technical problem in canvas	Speak with a live representative at: 1-888-994-4433, or see the Canvas Help Guides
● Assignment is not available on Canvas ● Don't understand assignment ● Question about grade ● Other issues related directly to the course	Contact your Instructor. See first page of this Syllabus for contact info.
● Academic Counseling ● Career Counseling ● Personal/Crisis Counseling Referrals	GCC Counseling Center, 623-845-3064
● Crisis counseling ● In Crisis Text	Crisis Line: 602-222-9444 Suicide Hotline: 602-248-8336 Military/Veterans Suicide Hotline: 800-799-4889 LGBT Suicide Hotline: 1-866-4UT-REVOR Emergency: 911 In-Crisis Texting: 741741

[1-11]Course syllabus standards as outlined by AR 3.6.

Internal Review: 1._____0

CPD180 Final Exam Study Guide

Exam Information:

- 100 randomized questions
- Multiple choice and True/false
- 2 attempts
- On Canvas in last week/module of the semester

Exam Topics:

1. Lesson from Victor Frankl's life story
2. Effects of stress and emotional problems on the brain
3. Connection between resiliency skills and functional health
4. Difference between resiliency and post-traumatic growth
5. Negative bias and its positive and negative functions
6. Function of the sympathetic nervous system
7. Function of the parasympathetic nervous system
8. Function of the sympathetic-adrenomedullary system
9. Function of the hypothalamic-pituitary-adrenal system
10. Physiological process of how breathwork relaxes the body
11. Basic concepts of Hebbian theory
12. Physiological response to stress
13. Components and function of the body's alarm system
14. Different types of stressors
15. Resiliency-based mindset
16. Different categories of traumatic stress
17. Link between traumatic stress and resilience
18. Various forms of motivation
19. Elements that influence motivation
20. Equation to enhance motivation
21. Key elements required in the brain for focus and attention
22. Effective ways to find meaning and purpose in life

23. 24 character strengths and virtues

24. Purpose of self-regulation

25. Process of reciprocal inhibition

26. Distinctive classifications of behavior modification

27. Timeframe required to build new habits

28. Difference between bottom-up regulation and top-down regulation

29. Acute relaxation-skills

30. Key elements of mindfulness practices

31. Physiological effect of inhalation and exhalation on the nervous system

32. Difference between the PERT model of resiliency and other models of resiliency

33. Function of emotions

34. Effective ways to regulate intense emotions

35. Functionality of mental processing of sensory information

36. Distinctive elements of growth and fixed mindsets

37. Lesson from the Sense-shake study

38. Features of mental flexibility

39. Process of cognitive restructuring

40. Elements of the A-B-C model

41. Function of emotions

42. Effective ways to regulate intense emotions

43. Mental processing of sensory information

44. Distinction between surface and core beliefs

45. How perceptions, thoughts, emotions and behaviors influence one another

46. How specific thoughts can drive specific emotions

47. Different types of explanatory styles

48. Elements of optimism

49. Elements of pessimism

50. Contributing factors to a growth mindset

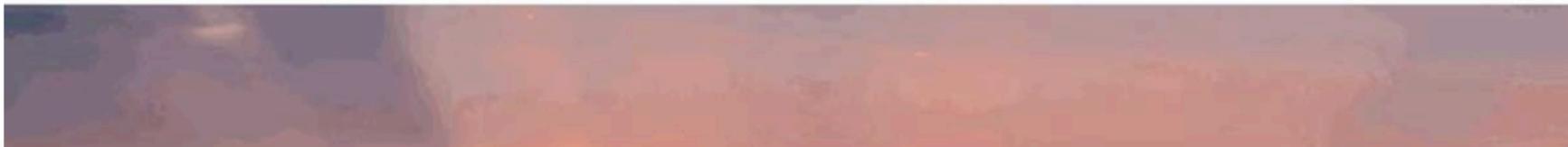51. Contributing factors to a resiliency-based mindset

52. Cause of burnout

53. Factors that can cause an inaccurate evaluation of safety

54. Various ways the vagal system responds to stressors

55. Implementation of intentions

56. Elements of the practice of acceptance and commitment

57. Key elements of grit

58. Factors that drive perseverance and persistence

59. Practices that change perception of others in a positive way

60. Factors that contribute to post-traumatic growth

61. Benefits of social bonding

62. Key factors required for effective communication

63. Negative effects of cortisol

64. Four destructive forms of communication and their antidotes

65. Key elements of positive constructive communication

66. Steps required to build healthy support systems

67. Elements required for a healthy eating lifestyle

68. Strategies to maintain a healthy eating lifestyle

69. Recommendations for a healthy, active lifestyle

70. Ways to improve sleep

71. Importance of self-compassion

INTRODUCTION

COVER

THE RESILIENT LEARNER
THRIVING IN COLLEGE AND BEYOND

CONTENTS

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