

Statewide Healthcare Curriculum Academic Success Module

Unit I: Self Discovery

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Recognize left-brain determinants and right-brain determinants</p>	<p>Brain Dominance quiz and web based information</p>	<ul style="list-style-type: none"> • Introduce first unit on self discovery by discussion and eliciting student knowledge and ideas of how this applies to study skills • Use Contextualized Study Skills Module Outcomes #1, 2 and 3 Activity This activity is a sample lesson plan that incorporates outcomes 1-3. 	<p>Teacher observation</p> <p>Completion of quiz and student interpretation</p>
<p>2. Interpret Self-Directed Learning Survey</p>	<p>Self-Directed Learning Survey Self Assessment</p>	<ul style="list-style-type: none"> • http://www.mindtools.com/page6.html website on goal setting that has a coordinating application for those technologically skilled students who want to spend more time on this and expand to personal goals and mission statements 	<p>Completion of survey and assessment</p>
<p>3. Identify and Plan Learning goals</p>	<p>Goals and self-assessment</p>	<ul style="list-style-type: none"> • http://www.mindtools.com/page6.html website on goal setting that has a coordinating application for technologically skilled students who want to spend more time and expand personal goals and mission statements 	<p>Set goals and assess their accomplishments</p>

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<p>4. Differentiate different ways of learning and identify personal learning styles</p> <p>5. Employ strategies for their self-assessed learning styles</p>	<p>Learning styles inventories and learning styles handouts</p> <p>Tips for better learning handout</p> <p>Internet searches</p>	<ul style="list-style-type: none"> • Use Contextualized Study Skills Module Outcomes # 4 and 5, Activity 2 This learning styles sample lesson plan incorporates outcomes 4 and 5 on learning styles. • In addition to the lesson plan in Activity 2, students may want to independently research their style/styles online. Some print resources include: <i>Help Yourself: How to take advantage of your learning styles</i> by Gail Murphy Sonbuckner. New Readers Press, NY, 1991 is an easy to read resource. <i>Focus on Community College Success</i> by Constance Staley. Boston, MA, Wadsworth Cengage, 2012 is excellent resource for Study skills with an emphasis on Community College students. <i>Becoming a Master Student</i>, 13th edition by Dave Ellis, Boston, MA, Wadsworth Cengage, 2011 	<p>Completion and evaluation of learning styles inventory</p> <p>Teacher observation and student selected study tips to reflect learning styles</p>

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Unit II: Note Taking

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>6. Learn different note-taking strategies and methods for both lectures and reading texts</p>	<p>Effective Note-Taking pamphlet</p>	<ul style="list-style-type: none"> • This small, 16-page, consumable pamphlet begins with assessment of student’s current note-taking effectiveness. (<i>Effective Note-Taking: Tips to help build note-taking skills for academic success. South Deerfield, MA, Channing-Bete Company, 2011. http://shop.channing-bete.com</i>) • Use of SQ4R method for note-taking with readings <p>Another source if not using consumable pamphlet is to use Outcome 6, Activity 3</p> • Learn and practice multiple lecture note-taking techniques, including use of laptops and technological tools <p>Another source instead of or in addition to pamphlet</p> <p><i>http://www.learningcommons.uoguelph.ca/guides/university_learning/</i></p> <p>Learning strategies and tips while you interact with a simulated psychology course</p> • CARS: <i>Writing</i>—Unit 5: Introduction to Referencing Material—Lesson 1:Gathering Information and Citing Resources & Lesson 3: Summarizing, Paraphrasing and Quoting Directly from Outside Source 	<p>Teacher observation</p> <p>Teacher observation, student practice, page 5</p> <p>Student practice, pages 6-13</p> <p>Online practice</p>

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Unit II: Note Taking

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>7. Experiment and choose note-taking method that works best for self</p>	<p>Authentic texts and lectures from other Health bridge components (Science, Social Studies etc,)</p>	<ul style="list-style-type: none"> • Students choose method they feel matches their learning style, interests and abilities. Students practice in their other classes and bring notes to Study Skills class to compare their notes with those of other students • Students use information to problem-solve and decide if another method should be tried until effective note-taking plan is created and implemented • Review of methods and write a letter of advice for others needing help with note-taking • CARS: <i>Writing</i>—Unit 5: Introduction to Referencing Material—Lesson 1:Gathering Information and Citing Resources & Lesson 3: Summarizing, Paraphrasing and Quoting Directly from Outside Source 	<p>Student notes and teacher observation</p> <p>p. 15 in pamphlet, letter of advice and teacher observation</p>

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Unit IV: Study Habits

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>10. Organize schoolwork and homework and work out studying plan</p>	<p>Internet handout</p>	<ul style="list-style-type: none"> • Use Outcome 10, Activity 5 Utilizing handout: College Knowledge http://www.redwoods.edu/calsoap/pdf/14.pdf Study Skills: Notebook Organization • CARS: <i>Reading</i>—Unit 6: Reading Graphics with Understanding—Lesson 3: Time Management 	<p>Individualized Organizational Plan</p>
<p>11. Create individual study plan</p>	<p>Text, <i>Studying for Success</i> Internet searches</p>	<ul style="list-style-type: none"> • Discuss study plans. Now we are organized, take good notes and are prioritizing and managing our time. What is the plan for studying? Individual study (when and where?) study group? tutors? technology? research? note cards? mnemonic devices? • Students will research any of these areas they find interesting to work out their individualized study plan. Some sites they might look at are: http://www.collegeforadults.org/ http://how-to-study.com/ • Have students work in groups to present information in text: <i>Studying for Success: Tips to help build effective study habits.</i> South Deerfield, MA, Channing-Bete Company, 2011 as text. http://shop.channing-bete.com • Students will type up their individual study plan based on research, text and input from presentations. Plan will be signed and placed in binder for easy access. 	<p>Organized Notebook to be used in classes</p> <p>Teacher observation</p> <p>Class presentation</p> <p>Individual study plan</p>

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Unit V: Test Taking Skills

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT						
<p>12. Assess for text anxiety and investigate/use strategies to reduce it</p>	<p>Online test and resources</p>	<ul style="list-style-type: none"> • Use Outcome 12, Activity 6 • Students will take test anxiety assessment and research online for test anxiety strategies. • i-Pathways: <i>Test Taking</i>—Unit 1: Test Taking—Lesson 1: General Information • i-Pathways: <i>Test Taking</i>—Unit 1: Test Taking—Lesson 3: Visuals and Tools • Some sites with test-taking information to investigate are: http://www.studygs.net/tstprp8.htm www.TestTakingTips.com 	<p>Student assessment completion</p> <p>Research and class presentation</p>						
<p>13. Identify, evaluate and practice test-taking strategies</p>		<ul style="list-style-type: none"> • In groups, have students research test-taking strategies in different situations and present to class: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Multiple choice tests</td> <td style="width: 50%;">Essay and short answer tests</td> </tr> <tr> <td>True/false questions</td> <td>Open book tests</td> </tr> <tr> <td>Math tests</td> <td></td> </tr> </table> Additional web sites: http://www.bucks.edu/~specpop/tests.htm http://counseling.uchicago.edu/related/virtualpamphlets/test_taking.shtml http://www.studygs.net/tstprp1.htm 	Multiple choice tests	Essay and short answer tests	True/false questions	Open book tests	Math tests		<p>Practice before tests</p> <p>Teacher observation and presentations</p>
Multiple choice tests	Essay and short answer tests								
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