

PDP HE 102

LEAD BU Building Wellness & Academic Skills for Success

Instructor: Chelsea Cobb

Pronouns: she/her/hers

Email: lcobb@bu.edu

Phone: 857-225-0230

Instructor: Allison Theis

Pronouns: she/her/hers

Email: alitheis@bu.edu

Phone: 617-487-3266

Class meeting time: Thursday 3:30-5:00 pm

Class location: Fitness & Recreation 222

Credits: 1

Course Description: LEAD BU is a wellness, resilience, and relationship skills-building class delivered using academic strategies and tools. Designed to support your health and wellbeing as a student. For individuals seeking to build autonomy, self-efficacy and develop and maintain healthy interpersonal relationships, we offer various techniques and strategies.

LEAD stands for Learn, Explore, Access, and Develop. Throughout the semester you will **Learn** about collegiate resilience, **Explore** personal wellness strategies, **Access** resources and supports and **Develop** a sense of belonging.

Course Goals: Upon successful completion of this course, students will be able to:

- Explain and discuss the domains of wellness, explain the role of stress in wellness, and implement strategies for maintaining wellness
- Describe and implement strategies for self-advocacy, particularly to peers, University staff/faculty and support services, and family
- Respond reflectively and empathically to individuals experiencing stress
- Demonstrate proficiency in responding to and resolving conflict
- Exhibit effective executive functioning skills in and outside of the classroom, specifically in areas of time management, goal setting, self-advocacy.

Disability Statement: It is our priority to create an equitable and accessible learning environment for you. If you are registered with the Office of Disability Services and approved to use accommodations, let's find a time to talk about how you might use those accommodations in this course. If you have questions about disability services or accommodations, I encourage you to contact the Office at 617-353-3658 (V/TTY) or access@bu.edu. The Office is located at 19 Deerfield Street on the second floor.

Grading Policy: This class will be graded Pass/Fail, based on attendance. Please visit the [Registrar's website](#) often to view relevant deadlines. Below is a list of possible grades you may receive in this class:

P – Pass: Completed course requirements, 80% or more classes attended

W – Withdraw: Dropped course after the specified deadline

MG - Missing Grade: Decide to drop the course, forget to officially drop

I – Incomplete: Failure to meet attendance requirements; make up all missed classes for passing grade

AU- Audit: Attending the class without receiving course credit; must complete and submit Class Adjustment/AU form by specified deadline

F- Fail: Failure to meet attendance requirements, >4 unexcused absences

Attendance Policy & Make-Up Classes:

Because this class is graded solely on attendance and learning is cumulative, it is important that you attend each class. You will need an 80% attendance record to receive a passing grade. You are allowed 3 unexcused absences. Excused absences, such as illness or injury with a doctor's note or death of a family member, will not count against your attendance record. If you have more than 4 unexcused absences, you will need to arrange to make up the missed classes. It is your responsibility to keep track of your attendance record. If you have or expect to miss more than three unexcused absences, please let us know. We are happy to work with you to make up any missed classes.

FitRec Website & Course Evaluation:

For a broader explanation of PDP credit class policies, please visit the FitRec's website:

<http://www.bu.edu/fitrec/about/physical-education/>

Course evaluations will be sent via email at midterm and at the end of the semester. Please take the time fill these out – your feedback is very important to us!

Student Conduct: Boston University's codes of conduct are enforced at the Fitness and Recreation Center at all times. Use of Boston University facilities is a privilege and participants are expected to be good citizens and respect the rights of others. Individuals who engage in unacceptable or irresponsible behavior may have their access to the Fitness and Recreation Center revoked or modified indefinitely as determined by the Executive Director of Physical Education, Recreation and Dance. You may be subject to further University disciplinary action as outlined in the Boston University Code of Student Responsibilities (www.bu.edu/dos/policies/student-responsibilities).

SCHEDULE BY WEEK:

WEEK	DATE	CONTENT
Week 1	9/7	DOMAINS OF WELLNESS & SMART GOALS An orientation to the course content, expectations, and objectives; an exploration of the eight dimensions of wellness outlined by the Substance Abuse and Mental Health Services Association (SAMHSA); an evaluation of satisfaction with wellness and setting SMART goals around wellness.
Week 2	9/14	

		<p align="center">BUILDING BALANCE: COLLEGIATE STRESSORS & SOCIAL SUPPORTS</p> <p>In class two, students explore the definitions, sources, and signs of collegiate stress and distress. Students also examine and evaluate their social relationships and identify people and systems that can offer health-promoting support in times of stress or distress.</p>
Week 3	9/21	<p align="center">PERSONAL VALUES & MOTIVATION</p> <p>Student will explore their personal values including how they perceive and value friends, peers, partners, intimate relationships and more. Students will also examine their mindset(s) and evaluate how mindset impacts their engagement in academics, relationships, employment, and extracurricular activities.</p>
Week 4	9/28	<p align="center">PERSONAL WELLNESS PLANNING & ORGANIZATION</p> <p>Students will also explore personal markers of wellness as well as physiological indicators of stress and declining wellness. Students engage in personalized planning for managing situational stressors. Students will also examine and evaluate their approaches to organization that informs their wellbeing and performance as well as practice approaches that personally invite wellness and positive performance.</p>
Week 5	10/5	<p align="center">INVESTIGATING & PRACTICING RESILIENCE</p> <p>In class three, students will examine Reivich and Shatte's model of resilience with an emphasis on emotional agility and problem solving. Students will also examine resilience building skills for navigating challenging academic and work situations as well as explore and practice problem solving skills.</p>
Week 6	10/12	<p align="center">SELF-EFFICACY & PROCRASTINATION</p> <p>In this class, students will explore reasons for and the impact of procrastination and identify, practice, and evaluate strategies for overcoming procrastination. Students will also practice a self-efficacy-building exercise rooted in Edith Grotberg's findings in the International Resilience Project and build goals around an undertaking on which they're currently procrastinating.</p>
Week 7	10/19	<p align="center">THOUGHTS-FEELINGS-ACTIONS & THINKING TRAPS</p> <p>In this class, students will reflect on the connection between their thoughts, feelings, and actions and how they influence each other. In this class, students will examine common, automatic negative thinking patterns, thinking traps, that can interrupt productivity and learning. Students will practice identifying and balancing those negative thought patterns.</p>
Week 8	10/26	<p align="center">RESPONDING WITH EMPATHY & EMOTIONAL AGILITY</p> <p>Through interactive discussion, videos and roles plays, students will examine and practice empathy as a tool for cultivating health-promoting relationships</p>

		and wellness. In this class, students explore ways to expand their emotional vocabulary as a tool to use for responding.
Week 9	11/2	<p style="text-align: center;">DEARMAN & COMMUNICATION BARRIERS</p> <p>Students are also introduced to the mnemonic device DEARMAN, its origins in Dialectical Behavioral Therapy, and its function as a tool for building and maintaining health-promoting interpersonal connections. Students explore their own communication styles. Examine Julian Treasure’s 7 deadly sins of communication and evaluate how each factor impacts their intimate, social, work, and academic relationships.</p>
Week 10	11/9	<p style="text-align: center;">SOCIAL IDENTITY, BELONGING, & GROUP DYNAMICS</p> <p>Through interactive activities and discussions, students will examine various aspects of their social identity and how those areas of their personhood impact belonging across various settings including on teams and in group work projects. Students will also examine relationships and dynamics in group projects.</p>
Week 11	11/16	<p style="text-align: center;">CREATING BOUNDARIES & GROUP PRESENTATIONS</p> <p>Students will explore different types of personal boundaries and practice identifying actions steps for setting boundaries. Examine rigid, porous and healthy type boundaries and how this shows up in our personal and social wellness. Students will also practice interpersonal communication, research, and presentation skills as they present their group research project.</p>
Week 12	11/23	THANKSGIVING BREAK
Week 13	11/30	<p style="text-align: center;">HEALTHY VS UNHEALTHY RELATIONSHIPS</p> <p>Students explore tools for evaluating the “healthiness” of relationship(s) as well as how unhealthy relationship(s) behaviors impact overall wellbeing.</p>
Week 14	12/7	<p style="text-align: center;">PERSONAL & CULTURAL INFLUENCES</p> <p>Students discuss and explore the intersection between media and issues of identity. Examine the impact the media plays in helping to shape the way these identities are formed and influence our experiences.</p> <p style="text-align: center;">START, STOP, CONTINUE</p> <p>In this class, students will review concepts covered throughout course and complete final assessment in class.</p>