### CP 115: Academic Enhancement Seminars Overview of Weeks
#### Department of Counseling Psychology

<table>
<thead>
<tr>
<th>Week</th>
<th>Goals</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| **Week 1: Introduction of AES** | Orient students to seminar, including requirements, ground rules, confidentiality, and instructor/student expectations | Syllabus review and course requirements  
Introduction to course  
Getting to know each other |
| **Week 2: Strengths and Barriers & Time Management** | Discuss strengths/weaknesses (both regarding academic- and non-academic- pursuits)  
Introduce time management tools and planning. | Identify strengths that students can use towards academic pursuits and areas of growth for the semester |
| **Week 3: Goal Setting & Getting Connected with Campus Resources** | Continue time management conversation  
Introduce goal setting and assess willingness to work towards setting/achieving goals  
Break down and elaborate upon goals  
Campus resource presentations | Help students assess time management homework and plan further time management goals  
Guide students to set SMART goals for the semester  
Learn about university resources and how to get connected on campus |
| **Week 4: Study Skills, Strategies, Learning Styles & Setting Priorities** | Discuss study skills/strategies and study environments  
Discuss setting priorities  
Introduce learning styles and understand the ways in which one learns  
Continue campus resource presentations | Assess current study skills and identify new study strategies  
Identify learning styles and strategies to adapt teaching material towards own learning style  
Value-clarification and identifying students' priorities |
| **Session 5: Procrastination & Excuse-Making** | Discuss procrastination and its effects  
Become more self-aware regarding excuses made which may impede abilities to meet short and long-term goals | Identify procrastination patterns and reinforcements  
Set strategies to decrease procrastination and challenge excuses that impede growth |
| Session 6: Mid-Semester Reflections/Meetings | ▪ Review what has been covered thus far, focusing on process and tools  
▪ Review Academic Probation and Course Enrollment Information  
▪ Assess anticipated term GPA | ▪ Discuss information regarding academic probation and withdrawing  
▪ Reflect on personal progress, calculate expected GPA, and re-evaluate semester goals  
▪ Remind students of drop deadline |
|---|---|---|
| Session 7: Anxiety & Stress-management (Particularly testing anxiety) | ▪ Psychoeducation on anxiety  
▪ Discuss testing experiences: strengths and weaknesses  
▪ Reflect on personal anxiety, impact on academic process, and management strategies  
▪ Introduce and brainstorm ways to decrease anxieties (particular attention to testing anxiety) | ▪ Learn and assess effect of anxiety on students’ process  
▪ Identify stress-management strategies, decrease impact of anxiety, and link to campus resources if needed |
| Session 8: Career Exploration & Staying Connected | ▪ Discuss various ways to get connected, on- and off-campus  
▪ Explore career options and decisions | ▪ Value-clarification and exploration of career interests and goals  
▪ Assess major choice and potential goals related to career pursuits |
| Session 9: Self-Awareness & Contextual Factors | ▪ Understand how multiple identities, values and relational abilities contribute to academic and personal success  
▪ Address issues and personal fit related to the culture of the university  
▪ Present Accountability Plans | ▪ Self-exploration regarding personal needs and values and how this impacts student wellness and belonging  
▪ Discuss emotional intelligence and importance for self-monitoring and personal success |
| Session 10: Closing and final Reflections | ▪ Wrap up and reflect on the semester and time spent in the seminar  
▪ Leave on a positive note  
▪ Incorporate learning to remainder of semester/future on campus | ▪ Reflect on AES process and growth  
▪ Reinforce academic development and identify areas of continued growth  
▪ Set goals for end of the semester and future academic years |