



## **PDP HE 103 LEAD BU Spanish: Building Well-being and Academic Skills.**

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**Hours:** Thursday 3:30-5:00 PM EST

**Location:**

**Course Description:** LEAD BU Spanish is a class focused on the development of well-being, resilience, and the practice of academic skills. This class is designed to support your health and your life as a student. Throughout the semester you will assess your personal strengths, values, and interests, as well as practice your skills to have healthy interpersonal relationships and explore various dimensions of the well-being and strategies for self-care and self-determination in a structured environment with adequate supports. You'll also research your personal learning styles, study test-taking strategies, and practice various ways to make self-advocacy, planning, and generation effective. of SMART goals. We will spend the first half of each class's time reviewing wellness material and the second half of the case will be spent on strategies and skills. academic.

**Goals of this course:** Upon completion of this class, students will be able to:

- Explain the domains of well-being; explain the role of stress in well-being and implement strategies to maintain well-being.
- Describe and implement strategies for self-advocacy, particularly with respect to peers, University staff/faculty, support services and family.
- Respond reflexively and empathetically to people experiencing stress.
- Demonstrate capacity by responding to conflicts and resolving them.
- Show effective executive skills both inside and outside the classroom, specifically in relation to time management, learning, and goal creation.
- Present effective college class skills, including participation in discussions, note-taking, and implementing study and test-taking strategies.

**Classroom Access and Engagement:** Unless otherwise noted, this class will be taught in person at\_. Students are expected to attend all classes and if they have to be absent or anticipate a delay, they will notify their instructor. Please note that I am aware that we are going through confusing and often stressful times with changing circumstances and unequal access to education and resources. If you have difficulties of any kind, please feel free to contact me. We can work together to attend to whatever is happening.

**Expectations during the class:**

During the class, students are expected to give their attention and respect to their peers and instructor. Any apparatus that is not used to take notes in class or to learn should be silenced and removed to avoid distractions.

**Assistance and evaluation policy :**

This class will have a Pass/Fail assessment, based on your attendance. To obtain a degree of passing in this class, please plan to attend all classes in addition to delving into the content of the class. You can have up to 3 unexcused absences before receiving an incomplete or failed grade on your transcript. Please keep in mind that excused absences, as well as a doctor-certified illness or discomfort or a family emergency will not be taken into account in your attendance record. to this class. Monitoring your attendance at this class is your responsibility. If you expect to have more than 3 unexcused absences, please let me know so we can find a way for you to replenish those classes.

**About disability:**

We are committed to providing a safe and inclusive environment for learning. If you require accommodations to better access material of this kind, please let me or the staff at the Boston University office (ODAS) know. You can contact ODAS at 25 Buick Street or 617-353-3658/ [access@bu.edu](mailto:access@bu.edu).

**Student conduct :**

Boston University's code of conduct governs all the time at the Recreation and Exercise Center. The use of Boston University locations is a privilege and participants are expected to be good citizens and respect the rights of others.

**The FitRec Website and The Course Assessment:**

For a more extensive explanation about PDP credits and the protocols that govern them, please visit the [FitRec website](#).

Assessments for this course will be emailed in the middle of the semester and at the end of the semester. Please take the time to complete them – your feedback is very important to us!

**Table of Contents week by week:**

<p><b>Week 1</b></p>		<p><b>PRESENTATIONS – BIENESTAR UNIVERSITARIO Y METAS SMART</b></p> <p>In the first class we will review an orientation to this course, its format, content, expectations, and objectives. Students will then explore the eight dimensions of well-being according to the SAMHSA model. Students will also assess their level of satisfaction in these dimensions and create SMART goals for different areas of their personal well-being.</p>
<p><b>Week 2</b></p>		<p><b>STRATEGIES FOR WELL-BEING IN THE UNIVERSITY AND ORGANIZATION/ TIME MANAGEMENT</b></p> <p>Students will explore the causes and signs of stress and distress in college and young adult life. Students will discuss, evaluate, and practice strategies for stress management, especially tools for organization and time management.</p>
<p><b>Week 3</b></p>		<p><b>I SOCIAL IDENTITIES AND WELL-BEING</b></p> <p>Through interactive activities and group discussion students will examine various elements of their social identity and how those dimensions of their person shape their values, well-being, experiences. work/academic and personal relationships.</p> <p>We will place special emphasis on the bilingual and multicultural experience that LEAD BU Spanish students have and discuss ways in which these identity aspects constitute strengths, possibilities and not deficiencies. .</p>
<p><b>Week 4</b></p>		<p><b>Thoughts, feelings, and behaviors; learning strategies</b></p> <p>Students will assess how thoughts, feelings, and behaviors interrelate when we assess our well-being. Students will also examine their learning styles and identify strategies that correspond to and help success in the classroom.</p>

<p><b>Week 5</b></p>		<p><b>COGNITIVE DISTORTIONS AND TEACHING TO LEARN</b></p> <p>Students will evaluate common pitfalls of thinking that can lead to unhealthy or unhealthy strategies. Students will also practice balancing negative thought patterns or cognitive distortions. Students will learn about Feynman's technique for study and learning.</p>
<p><b>Week 6</b></p>		<p><b>RESPOND WITH EMPATHY AND TEACH TO LEARN (THE TECHNIQUE OF FEYNMAN)</b></p> <p>In this class we will examine two skills very relevant to university and young adult life. First, we will approach empathy and how to practice it as a tool to build resilience and healthy interpersonal relationships. Students will also practice Feynman's technique to enhance learning.</p>
<p><b>Week 7</b></p>		<p><b>COGNITIVE DISTORTIONS AND TEACHING TO LEARN</b></p> <p>Students will evaluate common pitfalls of thinking that can lead to unhealthy or unhealthy strategies. Students will also practice balancing negative thought patterns or cognitive distortions. Students will continue the practice of the Feynman technique.</p>
<p><b>Week 8</b></p>		<p><b>Efficacy AND THAT OF MORA (PROCRASTINATION)</b></p> <p>Students will review their experiences with procrastination and identify typical causes for delay, as well as strategies to combat avoidant behaviors.</p> <p>In this class students will explore the skill of self-advocacy and ways in which proactive and diligent communication is helpful. Students will practice different scenarios in which they will put this skill to use.</p>
<p><b>Week 9</b></p>		<p><b>Public discourse and self-advocacy</b></p> <p>Students will review public discourse and underline the skills needed to speak in a public manner.</p>

		effective. Then, they will determine ways to practice self-advocacy in the classroom.
<b>Week 10</b>		<p><b>Resilience and public discourse</b></p> <p>Students will practice their public speaking in class. Through interactive activities and a self-assessment, students will examine their resilience and identify their strengths and areas where they can improve.</p>
<b>Week 11</b>		<p><b>Group dynamics</b></p> <p>Students will assess the challenges and barriers that exist in group projects and group work. They will also identify the roles they take in academic groups and work together to achieve a goal.</p>
<b>Week 12</b>		<p><b>Preparing for Change and Studying for Exams</b></p> <p>Students will assess and describe their personal readiness and define what factors must exist for academic or social change to occur. Students will then assess how best to prepare for an exam and a study guide for the LEAD material will be created in class.</p>
<b>Week 13</b>		<p><b>CONCLUSION AND REFLECTION: STOP, BEGIN AND CONTINUE</b></p> <p>After reviewing the LEAD material, students will identify academic and wellness strategies that are most useful and those whose use should be stopped, continued, or started. Students will take a practice test.</p>
<b>Week 14</b>		<p><b>Collaborate</b></p> <p>Students will have the opportunity to socialize with their peers and point out any questions they have about their academic and wellness skills.</p>

