

Week 1.

WELCOME TO BOUNCE BACK

Objective

Students will be introduced to the Bounce Back Retention Program, and they will leave feeling hopeful about what they may gain from the class.

Goal

Students are required to schedule an academic advising appointment to ensure that they obtain personalized feedback on requirements related to their academic standing. This appointment encourages students to utilize available resources. The resiliency variable, seeking out support, is reinforced.

Note to Instructors

This is the first opportunity to demonstrate the non-traditional aspects of this course. The atmosphere should be informal and discussion welcomed. We also encourage appropriate self-disclosure in order to reduce the hierarchy between instructor and students.

Materials

- Syllabus
- Name tags
- Whiteboard
- Handout with specific information on academic probation and any paperwork required by your institution
- Academic advising resources such as GPA calculator
- Letter from previous Bounce Back student

- Student Survey Handout
- Any pre/post measures adopted by your institution
- Homework: Meet your academic advisor

FACILITATION

Preparation

1. Review the content of the class so you are able to present the ideas effectively.
2. Bring letters from previous students. These letters are completed at the last session of the previous Bounce Back course.

Class Format

Part I: Introduction

1. Let students know that, while they have many differences, they do have academic probation in common.
2. Student Engagement: Ask an ice-breaker question, be creative and make this question fun. Then ask students to introduce themselves and share their contributing factors that lead to academic probation and identify one of their strengths. The peer coach can write down these responses on the whiteboard. (If no one begins, the instructor and peer coach will start).
3. Summarize the exercise by letting them know there is a wide array of positive attributes in the room. Let the class know that these traits can be used to help each other succeed.
4. Direct students to read their letter from a Bounce Back graduate.
5. Explain the Bounce Back Retention Program.

Emphasize that it differs from a traditional class but is not group therapy. Rather, it is an effective weekly program designed to:

- Improve academic skills.
 - Encourage persistence and confidence.
 - Develop increased motivation in academic and personal actions.
 - Develop increased resiliency to negative experiences.
6. Provide education on university policies regarding academic standing. Provide institutional options: course repeat, course forgiveness, withdrawal, and spend time discussing these possibilities with students.
 7. Instruct students to schedule a meeting with their academic advisor within the first few weeks of school to have a better understanding of their personal academic goals. Proof of attendance may vary by institution.
 8. Instruct students to complete the Bounce Back Student Survey and share broad themes from the survey at the next class without including student identifying information.

EXAMPLE OF A LETTER FROM A PREVIOUS BOUNCE BACK STUDENT

Note: We have included this as an example. Once you have taught a class, you will have your own letters to utilize for future classes.

Dear Future Bounce Back Student,

First thing I want to say is I'm proud that you took the first step to taking responsibility and caring about the change you can make to your academic progress here. When I joined this class, I was a little hesitant at first because I felt that maybe I won't get back on track. I did feel bad because I shouldn't be taking this course since I should already be excelling at my classes but it's okay to realize that things happen and there are different circumstances that have affected us and made us lose track but only for a little while. That's where this class comes in place because you have the chance to get the support you need and make a change in yourself as a student and person. What's so important is to take this opportunity seriously and give the most effort you can because it can only help you the most if you're willing. You'll appreciate that you'll get to figure out ways you can better your techniques, ways of thinking, and get a different perspective of yourself and your abilities. I was able to achieve that and now I'm back on track with all passing classes. One last thing I want to say is when I first joined this class, I read a letter from a previous student like how you are right now and one thing that resonated with me is the student said "You have only failed if you stop trying". This is something I want to pass on to you and hope it affects you in a positive way as it did me. So keep trying!

Sincerely,

Fellow Bounce Back Student

STUDENT SURVEY

Name: _____ Year: _____

Major: _____ Units this Semester: _____

Hours you work per week: _____ Cumulative GPA: _____

of semesters you have been on AP (including this one): _____

Please circle the programs or categories that pertain to you:

EOP	Transfer Student	Commuter Student	Athletics	Guardian Scholar
Fraternity / Sorority	Compact Scholar	Price Community Scholar	Henrietta Goodwin Scholar	Elymash Yuuchaap Scholar

How important is it to you to graduate / get off academic probation?

1 2 3 4 5 6 7 8 9 10

Not at all Extremely

How confident are you that you can graduate / get off academic probation?

1 2 3 4 5 6 7 8 9 10

Not at all Extremely

STUDENT SURVEY

What do you see as being your current challenges? What is getting in the way of you having higher grades / not being on academic probation?

What factors motivate you to get off of academic probation?

What are your strengths?

How, specifically, can this class be of most help to you?

Week II.

RESILIENCY

Objective

Students will be introduced to the idea of resiliency as a skill that can be employed.

Goal

By the end of this session, students will be aware of various resiliency factors. They will be able to recognize their own resilience and begin to view themselves positively. They will identify areas of change necessary to improve their academic standing.

Note to Instructors

Continue to build upon the non-traditional setting of this course with intentional efforts toward building community amongst students through peer interactions such as paired sharing before sharing responses with the class as a whole.

Materials

- Name tags (until familiar with student names which we strongly encourage)
- Whiteboard
- Resiliency Factors Worksheet
- SMART Goals Worksheet

Part I: Identifying Resiliency

1. Ask students if they are familiar with the word “resiliency.” Supply the definition if students are not forthcoming.

[resiliency: the ability to overcome adversity]

2. Let them know that there are at least sixteen variables that contribute to resiliency. Divide the class into groups of approximately two to three (depending on class size) members and ask them to brainstorm what these variables might be.
3. Ask the small groups to share and write down the responses on the whiteboard.
4. Direct students to the Resiliency Factors Worksheet and allow them time to review. Offer examples or elaborate on definitions as needed.
5. Ask students to discuss variables they identify as personal strengths as well as variables they would like to strengthen. Instructor and peer coach are encouraged to share as well.
6. Introduce the idea that resiliency can be developed; it is not something that we are born with (or not).

Part II: Commitment

1. Let them know what you will commit to as an instructor; let them know what you will commit to as a peer (for example, to offer weekly sessions that will be meaningful and useful, to respond to individual needs and concerns, to be a resource of information, etc.).
2. Let students know that you expect them to attend regularly and participate.
3. Proceed by asking students to quietly reflect on the factors that contributed to academic probation.
4. Direct students to the SMART GOALS Worksheet and ask them to identify ways they will commit themselves to improving their academic performance. Explain how to write measurable and observable goals. Walk around the group as they are writing and ask prompting questions to help them. If time permits, initiate a discussion about their worksheets.

In conclusion, inform students of next week's topic and remind them to bring any needed materials to class.

RESILIENCY FACTORS

1. **Persistence:** the ability to hold to a particular goal despite obstacles and frustration; persevering in spite of opposition.
2. **Motivation:** the internal drive to achieve and succeed.
3. **Goal orientation:** the ability to work towards eventual rewards; the ability to delay gratification.
4. **Optimism:** the ability to take a favorable view of events or conditions, the expectation of a positive outcome.
5. **Confidence:** the belief that long-term goals can be achieved; the belief in oneself and one's powers or abilities.
6. **Cognitive restructuring:** the ability to see the good in the bad
7. **Emotion regulation:** the ability to distance oneself from intense feelings; the ability to modulate arousal.
8. **Decisive risk-taking:** the willingness to try something outside of one's comfort zone.
9. **Rapid response to danger:** the ability to adapt to the requirements of a crisis to avoid harm
10. **Internal locus of control:** the belief that one's actions determine outcomes; a feeling of personal responsibility for one's successes and mistakes.
11. **Insight:** the awareness of one's abilities and limitations; clear and deep perception
12. **Self-efficacy:** the conviction that one can successfully act in a manner that produces a particular outcome.
13. **Altruism:** the unselfish concern for the welfare of others
14. **Connection to others:** the ability to elicit support and positive responses from people.
15. **Utilization of relationships:** the ability to seek help and support in times of need
16. **Participation in extracurricular activities:** the engagement in a network of peers with a common bond to work cooperatively towards a goal.

Resiliency Factors: Adapted from Richardson, G.E. (2002)

SMART GOALS

How will you commit yourself to improving your academic performance?

S: Specific	What am I going to do? What do I specifically want to accomplish?
M: Measurable	How will I measure my progress? How will I know when I've achieved my goal?
A: Achievable	What steps do I need to take to achieve my goal?
R: Relevant	Do I have the resources I need to accomplish this goal? Why is it important to me to achieve this goal?
T: Time-Bound	When will I accomplish this goal? What is the timeframe?

Week III.

THE SCIENCE OF SUCCESSFUL LEARNING

Objective

To ensure that students on academic probation have accurate information on the science of learning and be introduced to research-based principles that are readily applicable.

Goal

By the end of this session, students will be able to successfully identify strategies to employ and leave class with one strategy in mind to try.

Note to Instructors

The information in this module was developed by Manuel Rivera, LMFT, and Carrie Sakai, Ph.D., counseling faculty in Counseling & Psychological Services, at San Diego State University.

A video suggestion is provided below, however take into consideration current research and trends and change the video as necessary. We are aware that information is constantly changing and being updated.

Materials

- Name Tags
- Blank sheets of paper for notes & one minute paper
- Video Clip- “How We Learn” summary of How We Learn by Benedict Carey, Philosopher’s Notes TV

- ****Create sign-up sheet and assign students to a 10-15 time slot in which they will attend individual meetings next week in lieu of a formal class****
- Facilitation

FACILITATION

Preparation

1. Prepare video clip: <https://www.youtube.com/watch?v=DIAC3kKSaps> and blank sheets of paper for “One Minute Paper.”

Class Format

Part I: The Science of Successful Learning

- Turn to a partner: How did you do on your goals from last week? What worked well? What could use some troubleshooting?
- Intro to today’s topic: What do you know about how we learn?
- Take Informal Quiz:

1. True or False: The best way to study something is to stick to one thing and review it over and over again until you get it... Then move on to something else.
2. Short answer: When the material that you are studying starts to feel easy, it is a sign that:
3. The best way to prepare for an exam is to:
 - a. Study as much as you can the day before the exam
 - b. Take multiple practice tests
 - c. Review your notes
4. During study, mixing up different topics has which of the following effects?
 - a. It makes learning more effective in the long term
 - b. It confuses the learner
 - c. It slows down learning, which is not desirable
5. True or False: Leaving a task or project temporarily unfinished has a positive effect on memory and motivation.

Part II: Watering Your Brain

- Watch Video: “How We Learn”
 - Ask students to take notes as they usually would for class.
 - After the video, ask students to put their notes away and write a One-Minute Paper: “Write down everything you can remember from the video.” Time students for one minute.
 - As a whole group, review 5 Big Ideas from the video... have a student writing them down on the board.
- Debrief Informal Quiz
 - Did you change any of your answers?
 - What is the value of taking a quiz before learning the material?
 - To prime your brain for learning.
- Think about your upcoming week:
 - Pick 1 or 2 learning strategies from the video that you will try.
 - Set a goal with partner (positive peer accountability).

STUDY SKILLS & TEST-TAKING TRIVIA

- It is always best to study in the morning.

False: It is best to schedule study sessions during the time of day when you are “at your best.”

- You should begin with the section of the exam that you feel least confident with in order to get it out of the way.

False: To build confidence, start with what you know.

- Study breaks are allowed because they are an important part of maintaining focus and rewarding yourself.

True: It is important to plan breaks into your study time.

- During an exam, you should skip questions you can’t answer and then, if you have time, go back to them.

True: First show what you know and then go back to the complicated questions.

- It is better to take one long break (like two hours) than several, short 10-minute breaks.

False: Too long a break can be counterproductive.

- Procrastination is delaying what needs to be done in order to avoid an internal state (like fear, boredom, discomfort, frustration).

True: We put off things because of how the *thought* of doing them makes us feel.

- After studying for an hour, it is a good idea to either change subjects or change the method of studying (for example, switching from reading to flashcards).

True: You can study for several hours at once, but make sure you switch subjects or switch study methods, such as taking a self-made practice test, then reviewing lecture materials.

- After hours of studying the same material in the same way, you are learning virtually nothing. Sometimes procrastination improves your ability to work.

False: This is a false sense of optimism. We may think we do better in a crunch, but we don't know how well we could have done with ample time.

- You learn the most in the first 30 minutes you start studying.

True: This is the phenomenon of the "learning curve." After 30 minutes, retention progressively deteriorates.

- Say it is the night before an exam, and you have not looked at any of your notes or reading for months. At this point, it is better to try to relax than cram as much material as you can.

False: Cramming is undesirable but better than nothing if studying has been neglected during the semester.

- One helpful study technique is to predict possible questions (either essay or completion type), then write out some answers.

True: Predicting possible questions enhances your learning and test performance.

- It is usually a waste of time to go over former tests given by the instructor.

False: Going over old exams can be the best way to understand what an instructor is looking for and how the test may be formatted.

- While studying, it is best to primarily focus on specific facts.

False: If you only pay attention to the facts, you may miss the big picture. You want to see how the facts explain the ideas, principles, and arguments.

- It can be helpful to spend some time studying in the same room as the exam.

True: Studying in the room where you take the exam helps remind you of what you studied.

Study Skills and Test-Taking Trivia: Adapted from www.ccvillage.buffalo.edu.

Week IV.

INDIVIDUAL STUDENT MEETINGS WITH INSTRUCTOR & PEER COACH

Objective

To make a personal connection with each student.

Goal

By the end of the meetings, students will be aware of additional resources of campus and identify their instructor & peer coach as a source of information and support.

Note to Instructors

We have provided sample questions but encourage you to consider questions as relevant to your institution.

FACILITATION

Assign half the students to meet privately with the peer coach and half of the students to meet with the instructor. Introduce students to the meeting framework: “We have about 10-15 minutes to meet together to check in to see how the semester is going and then we will have some time for questions.”

Sample Questions:

1. How has this semester been going for you?
2. Is there anything you have noticed about this semester that seems different to previous semesters?
3. Is there anything getting in the way of you progressing in your classes in the way that you would like to?
4. How can this class be most helpful to you?
5. In your student survey you wrote _____ and I wanted to share about some _____ (resources, social events, etc.) on campus that are available to you.

Thank the student for their time and for being in the class. Reflect on something that the student has contributed to class (discussions, etc.) and demonstrate appreciation. Leave time for student questions. Check in with peer coach regarding any questions or concerns.

Week V.

LEARNING: THE ART OF STUDYING

Objective

This session will increase students' understanding of their learning and help recognize research-based methods to apply to studying.

Goal

By the end of this session, students will be able to successfully identify strategies to employ and leave class with one strategy in mind to try.

Note to Instructors

The information in part one of this module was developed by Manuel Rivera, LMFT, and Carrie Sakai, Ph.D., counseling faculty in Counseling & Psychological Services, at San Diego State University.

This module was included in Bounce Back in order to increase student awareness and introduce practical skills. Students will leave feelings encouraged by tangible ways that they can improve their study methods.

A video suggestion is provided below, however take into consideration current research and trends and change the video as necessary. We are aware that information is constantly changing and being updated.

Materials

- Name Tags
- Blank sheets of paper for notes & "One Minute Paper"
- Video Clip- "Make It Stick" by Philosopher's Notes TV, summary of book "Make It Stick" by Peter Brown, Henry Roediger, and Mark McDaniel.
- The Seven-Day Study Plan

FACILITATION

Preparation

1. Prepare video clip: <https://www.youtube.com/watch?v=tQsllnuAB9E> and blank sheets of paper for “One Minute Paper.”

Class Format

Part I: The Art of Studying

1. Check in with partner: How did you do on your goals from last week? What worked well? What could use some troubleshooting?
 - Large group discussion: What did you do different this week?
 - Optional: Ask students to share their best study tips with the group.
2. Watch Video: “Make It Stick”
 - Ask students to take notes as they usually would for class.
 - After the video, ask students to put their notes away and write a One-Minute Paper: “Write down everything you can remember from the video.”
 - As a whole group, review 5 Big Ideas from the video. Ask a student to write them down on the board.

Part II:

- Think about your upcoming week:
 - o What’s your favorite Big Idea from today, and how will you apply it?
 - o Set a goal with partner (positive peer accountability).

Part III: Study Strategies

Is there anything I can do with my notes after class?

- It is crucial to review your notes the same day you take them. By doing this, you will greatly increase the chance you will remember the material for the exam.

- If you think a note may be illegible in the future, make sure you rewrite words while it is fresh in your mind.
- Fill in any blanks and note any questions you have. Add any important points you remember.
- Keep all your notes for one class in the same place.
- Review your notes 15 minutes each day and 30 minutes at the end of each week.

Note-Taking Tips: Giles, D. & Settle W. (2003)

THE SEVEN-DAY STUDY PLAN

1. Start studying for an exam seven days in advance.
2. Plan to study two hours each day for one exam. If there are multiple exams on a given day, study as close to two hours each day for each exam.
3. Follow this seven-day plan:

Day 1 Organize all your notes and materials from class and your textbook materials

- Outline all material for study
- Check if anything is missing
- Start with the most important material first and work through to the least important material

Day 2 Review material emphasized in lecture only

Day 3 Review material emphasized in text only

Day 4 Review material emphasized in both lecture and text

Day 5 Review material emphasized in lecture only

Day 6 Review material emphasized in text only

Day 7 Review all

- Emphasize weak areas
 - Include material not emphasized in either lecture or text
4. Get at least six hours of sleep the night before the exam... minimum! Lack of sleep diminishes one's effectiveness while taking the exam.
 5. Think positively – picture yourself in the exam room successfully taking the test.
 6. Do not take the test on a full stomach. It is difficult to think and digest food at the same time. Either eat something light just prior to the exam or eat a full meal at least one hour in advance.
 7. Constant review throughout the semester will help you more than all-night cramming. Constant review means spending 10-15 minutes after each class reviewing the notes and an additional 45 minutes each week reviewing each set of class notes and the textbook.