ADGR771601: Managing Life’s Transitions: Facilitating Growth, 3 Credits
Boston College Summer Session 2016
Summer 1,
Wednesdays, 6:30 – 9:45 p.m, May 18th through June 22nd

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Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation’s finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
ADGR 771601 Managing Life Transitions

Understanding and successfully managing life’s inevitable transitions offers opportunities for professional and personal growth. Course examines transitions through the lifespan: graduations, career choices and changes, moving, marriage, raising children, caring for aging parents, economic disruptions. Examines specific behavioral, cognitive, and social factors influencing motivation, goal setting, self confidence, making decisions, and risk taking. Addresses practical skills for effecting change and creating life balance, with a paper focused on each student’s situation.

Textbooks & Readings (Required)
1. Overwhelmed: Coping With Life’s Ups and Downs, Nancy Schlossberg. Publisher: M. Evans. Pages 7 to 41 only.
2. The Power of Habit: Why We do What We Do In Life and Business, Charles Duhigg. Publisher: The Random


**Textbooks & Readings (Recommended)**


**Canvas**

Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click [here](#).

**Course Objectives**

[For the first 2 learning objectives, please utilize Appendix A-- at the end of this document-- as a guide to the formation of clear course objectives.

1. Students will learn fundamental theories, models, and themes related to change and transitions, understanding their differences and learning how they apply in their lives. Theories include theories of excellence, goal setting, and Bandura’s self-efficacy theory. Models include the Transtheoretical Model of Change, the Five Stages of Grief, Maslow’s Model of Motivation, and Duhigg’s Model of Habit. Themes covered range include faith, rituals, grit, trust, and courage.

2. Students will apply course material to improved thinking, problem solving, and decision-making regarding choices presented by the inevitable transitions in their personal and professional lives. They will achieve these objectives in two ways. First, they will discuss the theories, models, and themes mentioned above. Second, they will interview people who have managed transitions of their interest and then evaluate how well those people moved through them, using course concepts.

3. Students will develop skills in writing and in oral presentation. Students will write two short papers, the first one being an analysis of the transition managed by someone else, and the second presenting a transition which they would like to achieve. Students will present their findings to the class.

4. In short answers to readings and in paired discussions, students will demonstrate knowledge about transitions and change across cultural settings and will learn the impact of culture, gender, and age on managing transitions as seen by human development and change theorists.

5. Students will demonstrate an ethical understanding of change and its related choices, a central theme of Clayton Christensen’s book, How Will You Manage Your Life?
Grading

Your grade will be determined as follows:

- Regular class attendance*, and participation in class discussion 15%
- Quiz (Class 7) 15%
- Final (Class 12) 25%
- First short paper (4 pages) (due Class 4) 20%
- Second short paper (4 pages) (due Class 9) 25%

This is a preliminary syllabus, which may be modified during the course of the semester.

The graduate grading system for Summer Session is as follows:

- A (4.00), A- (3.67)
- B+ (3.33), B (3.00)
- B- (2.67), passing but does not count toward degree
- C (2.00), passing but not for degree credit
- F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services.

Deadlines and Late Work

Assignments are due at the beginning of the class period on the specified dates. Grades for all late assignments will be dropped by one half grade for each day the assignment is late.

Course Assignments

It is expected that you will spend 8 hours per week on out-of-class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the semester.

Course Schedule

Class 1 – May 18

Topics:
- Introduction - What’s Next on Your Plate?
- Perspectives on transitions and Stages of Change Models

Readings:
- Pages 7 – 41 ONLY, Overwhelmed: Coping With Life’s Ups and Downs

Class 2 – May 20

Topics: Bridges’ Transition Framework and Embracing Change At Work
Readings:
“Careers: Why Starting Over is So Hard” (will send on June 23)
Notes from The Start-Up Of You, Hoffman and Casnocha (will send on June 23)
Transitions: Making Sense of Life’s Changes, first half

Class 3  May 23

Topics:
Bridges on Transitions, cont.
Anchors In Transitions: Goals and Rituals

Readings:
Transitions: Making Sense of Life’s Changes, second half
“The Human Potential: Rewarding Rituals”

Class 4 May 25

Topics:
Moving From One Culture To Another

FIRST PAPER DUE

Class 5  - June 1

Topics:
Habit: How It Works (the physiology of habit) and What’s Behind It (motivation)

Readings:
The Power of Habit, first half

Class 6 – June 6

Topics:
Delayed Gratification and Grit

Readings:
The Power of Habit, second half
“The Winning Edge”
Recommended: “Happy Days: What can America learn from the positive psychology movement?”

Class 7 – June 8

Topics:
Trust, and Courage and Decision Making

Readings:
Quiz and Presentations

Class 8 – June 13

Topics:
Endings and grief
Elisabeth Kubler-Ross and the five stages of grief

Readings:
How Will You Measure Your Life?, first half

Class 9 – June 15

Topics:
Transitions and the Mind: Faith, Resilience, and Optimism

SECOND PAPER DUE

Class 10 - June 20

Topics:
Values and Transitions

Readings:
How Will You Measure Your Life?, second half

Class 11 – June 22

FINAL EXAM

Written Work
Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center.

Attendance
Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines.

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are
responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Accommodation and Accessibility
Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- **The Connors Family Learning Center (CFLC)** coordinates services for students with LD and ADHD.
- **The Disabilities Services Office (DSO)** coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at [www.bc.edu/sites/accessibility](http://www.bc.edu/sites/accessibility).

Scholarship and Academic Integrity
Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the [Boston College policy on academic integrity](http://www.bc.edu/sites/accessibility) for more information.