



## 100 LEVEL WORKSHOPS CATALOGUE

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### **Fall:**

**B101 - Executive Function I**  
**B103 - Career Exploration I**  
**B105 - Social Engagement I**  
**B107 - Leisure Management**  
**B109 - Stress Management I**  
**B111 - Lab I**  
**B113 - Audit Elective I**  
**B115 - Academic Resource I**

### **Spring:**

**B102 - Executive Function II**  
**B104 - Career Exploration II**  
**B106 - Social Engagement II**  
**B108 - Health & Wellness**  
**B110 - Stress Management II**  
**B112 - Lab II**  
**B114 - Audit Elective II**  
**B116 - Academic Resource II**

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## Fall Workshops

### **B101 - Executive Function I**

In Executive Function I, students begin to increase their self-awareness about their strengths and challenges as preparation for developing a Person Centered Plan (PCP) that incorporates their life goals. Following the SMARTS method, students are taught to write goals in the CANDO (Clear, Appropriate, Numerical, Doable, Obstacles) style and perform task analysis to break down large goals into more manageable and attainable short term goals.

*Prerequisite: None*

### **B 103 - Career Exploration I**

Career Exploration I is the first of two workshops designed to provide students a comprehensive career and interest assessment. Students spend the semester discovering their strengths, talents and interests through various forms of self evaluation. Students then use this information to explore areas of employment that align with their personal

skills and life goals. At the same time, students are also introduced to the concept of entry level work and the important role it plays in independent living.

*Prerequisite: None*

### **B 105 - Social Engagement I**

This workshop enables students to acquire specific social competencies based on their goals and the relationships they wish to enhance in their life. Beginning with the concept that actions have consequences, students learn how the many different aspects of social interaction impact how they present themselves in the world. Through direct instruction, students learn how to decipher the “hidden” social rules needed for successful social interaction at home, school, with friends, and in the workplace. These rules are then broken into small units and assigned learnable steps that can be applied in various different classroom and campus-wide interactions. Topics include learning the parts of a conversation, responding on topic, understanding how and why one initiates conversations, the parts of a conversation, the rules around reputation, attitude and presenting oneself to the world.

*Prerequisite: None*

### **B 107 - Leisure Management**

In Leisure Management, students learn how outside activities promote wellness by decreasing social isolation, increasing community involvement, and improving health and well-being. Feasible and readily-available activities are introduced, built on students’ interests. Students engage in activities that focus on helping students decide how to use and expand interests during their free time to promote health and well-being and quality of life.

*Prerequisite: None*

### **B 109 - Stress Management I**

This workshop is designed to enable students to identify common language and stressors in their lives. Using self regulation techniques and concepts found in positive psychology and acceptance and commitment therapy, students learn how to better identify their triggers and behaviors associated with stress to better manage themselves and their reactions, regardless of the events surrounding them.

*Prerequisite: None*

### **B 111- 100 Level Lab**

The 100 Level Lab includes hands-on components related to the following five workshops:

1. Executive Function
2. Career Exploration
3. Social Engagement
4. Leisure Management
5. Stress Management

*Prerequisite: None*

**B 113 - Audit Elective I**

Students attend credit courses offered at SUNY Orange as a fully inclusive auditing participant. In addition to the specific course subject, students also learn the campus, understand a syllabus, utilize Banner and Blackboard and how to avail themselves of Open Educational Resources.

*Prerequisite: None*

**B 115 - Academic Resource I**

This is a highly individualized workshop designed to meet the needs of specific students' course of study enabling them to reach their academic goals at BRIDGES. Students work 1:1 or small groups with staff to learn study skills techniques including but not limited to note taking strategies, active listening, annotating a reading assignment, solving math problems, utilization of flashcards and graphic organizers, and effective writing strategies.

*Prerequisite: None*

## Spring Workshops

**B 102 - Executive Function II**

In Executive Function II, students continue to increase their self-awareness about their strengths and challenges as preparation for developing a Person Centered Plan (PCP) that incorporates their life goals. Following the SMARTS method, students are taught to write goals in the CANDO (Clear, Appropriate, Numerical, Doable, Obstacles) style and perform task analysis to break down large goals into more manageable and attainable short term goals. The concept of Time Management is introduced so students begin to carry out their goals by assessing, organizing and determining how long is needed to complete them. Through direct instruction, classroom assignments and projects, students will learn effective tools that allow for accurate assessment of time and how to effectively track assignments, schedules and tasks to increase understanding and productivity.

*Prerequisite: B101*

**B 104 - Career Exploration II**

Students continue the comprehensive vocational/interest assessment begun in the first semester with the goal of obtaining sufficient information to make a career programming decision. Students continue to assess their strengths and weaknesses, discuss their interests, and identify career clusters that align with their skills and life goals. In the spring semester, students complete their vocational exploration using a formal assessment process offered by the college's Office of Career and Internship Services. Students receive Holland Code determinations and career clusters that suit their skills and interests. Students then evaluate these identifiers by preparing a project in a format of their choice by comparing the different evaluations and how they align with their vocational goals to date.

*Prerequisite: B103*

### **B 106 - Social Engagement II**

Students continue to build upon the concepts taught in the fall semester such as how to answer questions about oneself with the purpose of expanding the conversation and staying on topic. Students are also introduced to new concepts such as the elements of healthy friendships, how to sustain friendships, working with others such as supervisors and co-workers, managing anger in the workplace and conflict resolution. Lessons revolve around role-playing and discussion based on personal experiences. Planned practice and real life experiences link individual skills together.

*Prerequisite: B105*

### **B 108 - Health & Wellness**

The focus of this workshop is maintaining a healthy diet with particular emphasis on preparing meals for one. The class begins with an introduction of the USDA food pyramid guidelines and how to incorporate the guidelines into their daily food choices. Students also learn how to read food labels and evaluate nutritional value. Students are assigned shopping and budgeting for meals of sound nutritional value. Shopping also includes a guided examination of food advertising and the effect it has on diet choice. Students design their own budget and shop for food of sound nutritional value. Cooking lessons include assessing students strengths in the kitchen, identifying kitchen materials and basic safety skills.

*Prerequisite: None*

### **B 110 - Stress Management II**

This workshop builds on the concepts covered in Stress Management I with the goal of improving coping ability through practice. Students continue to identify common language and stressors in their lives with the utilization of lessons on self regulation paired with Positive Psychology practices and Acceptance and Commitment Therapy. Students learn how to better identify their triggers and behaviors associated with stress and the resulting maladaptive behaviors that can lead to barriers in achieving one's life goals overall. Activities such as exercise, relaxation techniques including mindfulness, supportive relationships, enjoyable leisure activities, and healthy methods of self-expression are introduced. Through constant reinforcement, students generalize sound practices until they become everyday behavior. Students also create a working Stress Management and Coping Skills Portfolio to capture the tools that support their practice.

*Prerequisite: None*

### **B 112 - Lab II**

The 100 Level Lab includes hands-on components related to the following five workshops:

1. Executive Function - *Prerequisite: B111*
2. Career Exploration - *Prerequisite: B111*
3. Social Engagement - *Prerequisite: B111*
4. Health & Wellness - *Prerequisite: None*
5. Stress Management - *Prerequisite: None*

**B 114 - Audit Elective II**

Students choose from the SUNY Orange roster of classes one of particular interest to them and attend the class as an auditing participant. Students are encouraged to choose classes within their chosen area of vocational focus or personal areas interests for enrichment.

*Prerequisite: None*

**B 116 - Academic Resource II**

This workshop will assist students in reaching their academic goals while in the BRIDGES program. Students will also have the opportunity to work with faculty in a 1:1 or small group setting to learn study skills techniques including but not limited to note taking strategies, active listening, annotating a reading assignment, solving math word problems, utilization of flashcards and graphic organizers, and effective writing strategies. This is a highly individualized aspect of the program that is designed to meet the needs of specific students' course of study.

*Prerequisite: B115*