

# Course Change Request

Date Submitted: 10/09/18 1:27 pm

Viewing: **PSY 240 : Personal Awareness and Growth**

Last approved: 08/12/14 2:15 am

Last edit: 10/16/18 3:02 pm

Changes proposed by: **cynthia.golledge**

Catalog Pages referencing this course	<a href="#">Electronic Engineering Technology</a> <a href="#">General Education/Discipline Studies</a> <a href="#">Psychology</a>
Programs referencing this course	<a href="#">ELECTV-DLT: Dental Laboratory Technology Degree Electives</a> <a href="#">ELECTV-EEFS01: Early Childhood Education Electives</a> <a href="#">ELECTV-IND02: Apprenticeship Related Instruction Options</a> <a href="#">ELECTV-EET03: Electronic Engineering Related Instruction Human Relations Electives</a> <a href="#">ELECTV-MA02: Medical Assisting Related Instruction Human Relations Electives</a> <a href="#">ELECTV-CIS11: Computer Information Systems Related Instruction Human Relations Electives</a> <a href="#">ELECTV-DS02: Diesel Service Technology Related Instruction Human Relations Electives</a>

## General Information

Submitter:	<div><div>User ID:</div><div>cynthia.golledge</div></div> <div><div>Phone:</div><div>sally.earll</div><div>x4075 7812</div></div>
Course Prefix	Psychology (PSY)
Course Number	240
Course Type	Lower Division Collegiate
Implementation Term	Spring 2019
Course Title	Personal Awareness and Growth
Transcript Title	Personal Awareness and Growth
Contact Hours per Quarter	<div>Lecture: Meets 4 hours per week for 10 weeks. Total student academic engagement hours per quarter: 120</div> <div>Lec/Lab: Meets 0 hours per week for 10 weeks. Total student academic engagement hours per quarter: 0</div>

## In Workflow

1. PSY SAC Chair
2. PSY SAC Administrative Liaison
3. Curriculum Office- Curriculum
4. Curriculum Committee Chair
5. Dean of Instruction - Southeast
6. Dean of Academic Affairs
7. VP Academic Affairs
8. Ready for Banner
9. Banner

## Approval Path

1. 10/09/18 2:12 pm  
cynthia.golledge:  
Recommended for PSY SAC Chair
2. 10/12/18 12:06 am  
dana.fuller:  
Recommended for PSY SAC Administrative Liaison
3. 10/16/18 3:02 pm  
sally.earll:  
Recommended for Curriculum Office- Curriculum

## History

1. Aug 12, 2014 by  
sally.earll

**Lab:** Meets **0** hours per week for **10** weeks.  
**Total** student academic engagement hours per quarter: **0**

**Total** student academic engagement hours for course: **120**

Credits 4

Please indicate the basis for creating this experimental course:

Justification for change: Updating CCOG to make Course Outcomes more easily assessed and to clarify content and nature of course in order to justify enrollment cap.

Does this course require a special additional fee set up through the bursar's office? No

Special Fee

Course Is Repeatable No

If this course is equivalent to other currently active course(s), please indicate

If this course is mutually exclusive with other currently active course(s), please indicate

If the SAC intends to allow this course to be co-scheduled with other currently active course(s), please indicate

Grading Option(s) Audit  
Letter Grade  
Pass/No Pass

Default Grading Option Letter Grade

Course Description Explores multidimensional perspectives on personal growth and **awareness, and how to apply this knowledge to healthy cognitive and behavioral practices in daily living.** ~~awareness.~~ **Covers dimensions of growth including physical, intrapersonal, interpersonal, cognitive, occupational/educational, communal/environmental and spiritual. Introduces various aspects of personal growth including** ~~includes~~ **how childhood and adolescent development and experiences** ~~experience~~ **affect thinking, feelings, feelings** ~~and behavior; differentiation; self-discipline and resilience;~~ **authentic happiness; love and relationships; applying the principles derived from psychological research to everyday living;** ~~stress management; creative expression; body image and and awareness; education and and job/career pursuits; loneliness and and solitude; death; and death and loss.~~ **Audit available.**

Prerequisites (WR 115 and RD 115) or IRW 115 and MTH 20 or equivalent placement.

Pre/Concurrent Courses

Corequisites

General Education/Discipline Studies Designation

General Education Areas Satisfied Social Sciences

Standard Prerequisites

Does this course need to opt-out of the standard prerequisites? No

#### Cultural Literacy Designation

Does this course satisfy the Cultural Literacy Designation Criteria? No

#### Course Content and Outcome Guide (CCOG)

##### Addendum to Course Description

This class has a special enrollment cap of 22 students and is unique for many reasons. It is a "small group process class" (the technical definition of this – approximately 12 members – has been adapted to accommodate PCC budgetary constraints) taught by an instructor with a clinical background and/or experience in facilitating intrapersonal and interpersonal growth in individuals and small groups (see Instructor Qualifications for Psy 240). The restricted size enables students to explore seven dimensions of personal growth through: intensive writing that requires personal reflection and application of text and class material; participation in dyad and small group exercises and activities; and individual presentations to the class on various topics such as "my integrated self," "how I define and express myself creatively," and "death and dying/eulogy." This class is demanding of the student – and the instructor – in ways that other courses with limited enrollments (e.g. Communication Studies or Career Guidance or Writing) are not. Students must actively engage in the class through personal introspection and reflection, integrate those insights with assigned readings and class material, and individually present in ways that demonstrate that integration.

##### Outcomes

Upon ~~successful~~ completion of the course students should be able to:

1. ~~Describe seven~~ Apply knowledge regarding various dimensions of personal growth (physical, intrapersonal, interpersonal, **cognitive**, occupational/educational, **communal/environmental** ~~communal~~ and spiritual) ~~to more conscious, constructive living and specific indicators of awareness and growth in each of these dimensions. decision-making on a day-to-day basis.~~

2. **Apply current psychological research (in cognitive-behavioral therapy, positive psychology, neuroscience, environmental and community psychology, assertive communication, stress management, and resilience) with the intention of achieving more satisfying and constructive everyday thinking and behavior.**

~~Live more constructively through the conscious awareness of past history, current thought patterns, emotional reactions and behaviors.~~3. ~~Apply current research on positive psychology, effective communication, stress management, resilience and self-discipline to everyday living and relationships.~~4. ~~Apply research in neuroscience to cultivate skills that are transformational at the physical level of the brain.~~5. ~~Explain Use an understanding of~~ how the concept of personal growth varies cross-culturally **and developmentally, and how one can, using critical thinking and to constructively address issues that arise from these differences in personal reflection, effectively use**

##### Aspirational Goals

##### Course Activities and Design

This course is unique to the PSY SAC (and to the College, district-wide) in terms of its structure and format. It is the only psychology course with a limited enrollment cap of 22 (in contrast to 30-35 in other psychology courses). As stated earlier in the addendum to the course description, it is a small group process class designed to be highly interactive and participatory in nature. Please consult specified "Instructor Qualifications" before agreeing to teach this class (as an instructor) or before assigning this class to someone (as an administrator). Instructors are encouraged to consult with other faculty who are teaching/have taught this class before teaching this class for the first time. There is a fair amount of flexibility in teaching the class but our goal is to maintain some reasonable consistency district-wide when this course is being offered.

Outcomes  
Assessment  
Strategies

**Any combination of the following:**

- ~~Students will demonstrate intended outcomes by any combination of the following as determined by the instructor.~~ Written ~~and/or oral~~ assignments **(in-class and more formal)** designed to promote integration of class material **and assigned reading** with personal **reflection, insight and experience.** ~~reflection and experience~~
- ~~Short Multiple choice, short~~ answer and/or essay questions that require integration, application and critical examination of **assigned material. Multiple-choice exams are generally discouraged** ~~material covered in this class as an assessment alternative;~~ **at the very least, their use should be minimized in favor of more extensive writing assignments.** ~~class~~ **The reduced class size makes their use less necessary.**
- Participation in individual, dyad and group exercises and **activities.** ~~activities~~
- Individual or group **presentations.** ~~presentations~~
- **Class participation and discussion**
- A self-development project as outlined by the **instructor.** ~~instructor~~
- Written, formal research paper that explores a personally relevant psychological **topic.** ~~topic~~

Course  
Content:  
Themes,  
Concepts,  
Issues and  
Skills

- **Seven dimensions of growth (physical, intrapersonal, interpersonal, cognitive, occupational/educational, communal/environmental, spiritual)**
- ~~Course Content: Themes, Concepts, Issues~~ Models for personal **growth, growth**—cultural and cross-cultural
- **Humanistic psychology and positive psychology**
- **Subjective well-being vs. objective well-being**
- **Multiple intelligences and learning styles**
- **Growth vs. Fixed Mindsets**
- Choice and change
- **Stages of personality development in** ~~Reviewing~~ childhood and adolescence
- Adult development and autonomy
- **Gender Identities and Sexual Orientations**
- **Work (as higher education, job and/or career):** ~~Gender issues~~ **Work and leisure process** ~~Body image, wellness and life~~ choices
- **The place of recreation in your life**

Course reviewer  
comments