

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

PSYC 515

COURSE TITLE

PERSONAL DEVELOPMENT

ALTERNATE TITLE(S)

ASSERTIVE TRAINING FOR WOMEN;
ASSERTIVENESS TRAINING; SELF
AWARENESS; YOUR PERSONAL
POSITIVES

TYPE COURSE

FEE

CATALOG COURSE DESCRIPTION

This course is designed to give the student mechanisms for accurately assessing themselves, their self image and their projected image. It proposes to provide an objective view of the environment into which the self is projected and help identify strategies and mechanisms for presenting an improved self image. This goal translates into practical application like assertiveness training. (FT)

LECTURE/LABORATORY HOURS

3 hours per week
(for 18 weeks)

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

COURSE OBJECTIVES

Students will show, orally, in writing, or through demonstration that they are able to:

1. Assess themselves via inventories based on various theories (e.g., self concept, assertiveness, value assessment, goal orientation, etc.).
2. Compare their evaluation of themselves with the theories.
3. Compare their self concepts with their ideal self concepts.
4. List elements of the presented self, evaluate and contrast their facility for self presentation.
5. List and compare specific fears for self presentation.
6. Rank/rate goals, desires, needs, motives.
7. Evaluate feelings.
8. Evolve, assemble and compose coping mechanisms which produce desired results.
9. Appraise personal coping strategies.
10. Review, reassess, redefine self, self image, goals and coping strategies.

SECTION II

COURSE CONTENT AND SCOPE

1. Discussion of Self Concept
 - 1.1. Why the self concept has been considered important
 - 1.2. Elements of self and self concept
 - 1.3. Values and the self
 - 1.4. Self and goal definition and attainment
2. Expressions of Self: Passive-Assertive-Aggressive Continually
 - 2.1. Risks and benefits in presentation
 - 2.2. Giving and receiving compliments/criticisms
 - 2.3. Definition of stress
 - 2.4. Rational self-analysis
3. Attitudes and Behavior Correlated with a Positive Self
 - 3.1. Responsibility for self
 - 3.2. Clarity of self-high self esteem

COURSE CONTENT AND SCOPE (CONTINUED)

- 3.3. Trust in self and others
- 3.4. Personal strength and integrity
- 3.5. Personal awareness
- 3.6. Review of personal/individual strengths
4. Comparison of Self and Ideal Self
 - 4.1. Barriers to self expression
 - 4.2. Establishing goals of self improvement
 - 4.3. Inventory of differences-desired changes
 - 4.4. Review of unchanged behavior
 - 4.5. Analysis of successes and failures
 - 4.6. Recognition of need-greater need dilemma
5. Role Expectation Inventory
 - 5.1. Control of living space
 - 5.2. Analysis of relationships
 - 5.3. Control of your life
 - 5.4. Problem solving
 - 5.5. Winning and losing-what does it really?
6. Personal Inventory of Coping Mechanisms
 - 6.1. Personal limitations: prejudices, stereotypes, generalizations, and judgmental attitudes of behavior
 - 6.2. Handling guilt
 - 6.3. Learning to say no
 - 6.4. Making and refusing requests
7. Communication Skills
 - 7.1. Responsibility: feelings, actions, thoughts, intentions, fears and risks
 - 7.2. Kinds of anger
 - 7.3. Coping with anger effectively
8. Review of Course/Personal Goals and Objectives
 - 8.1. Redefinition of goals and values
9. Advanced Communication Skills or How to Win Graciously

APPROPRIATE READINGS

NONE

WRITING ASSIGNMENTS

NONE

OUTSIDE ASSIGNMENTS

NONE

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

NONE

EVALUATION

Students are to perform the exercises and are expected to provide constructive classroom participation/inputs.

METHOD OF INSTRUCTION

Lecture, role-plays, psychodramas, small group exercises, audio-visual presentations and handouts.

The instructor will:

1. Present theories of the self concept.
2. Evaluate the importance of the concept of the self concept.
3. Present theories of the ideal self.
4. Present theories of the self image and the presentation of self.
5. List barriers/fears for self presentation.
6. Define stress and mechanisms to cope with stress.
7. Describe alternatives.

TEXTS AND SUPPLIES

Inventory of personal expectations, inventory of self concept, self image, values, goals.

Recommended texts:

The relaxation Response, Herbert Benson

A practical Guide for Positive Change, Sharon Bower and Gordon Bower, Mass., Addison-Wesley Pub. Co., 1976

Visualization Directing the Movies of Your Mind, Adelaide Roy

What you Think of Me Is None of My Business, Terry Cole-Whittaker

Pulling Your Own Strings, Dr. Wayne Dyer

You Don't Have to Rehearse to be Yourself, Stuart Emery, Actualizations

Don't Say Yes When You Want to Say No, Herbert Fensterheim, Jean Baer, New York, Dell Pub. Co., 1975

Creative Visualization, Ishakti Gwain

Handbook to Higher Consciousness, Ken Keyes

Shifting Gears – Finding Security in a Changing World, Nena O'Neill, George O'Neill, New York, Avon Books, 1974

I Deserve Love, Sondra Ray

On Becoming a Person, Carl Rogers, Houghton-Mifflin, 1961

Toward a Psychology of Being, Abraham Maslow, Van Nostrand, 1962

PREPARED BY: McKinley DATE: October, 1982

REVISED BY: Instructional Services, SLOs added DATE: March 10, 2017

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog